

Professor: Sharla Alegria  
Office: 700 University Ave. 17 Floor  
Office Hours: Tues 1-2pm  
Email: [sharla.alegria@utoronto.ca](mailto:sharla.alegria@utoronto.ca)

## **SOC495H1F: Work in the Digital Age**

**Fall 2024**

**University of Toronto**

---

Mon. 5:10-7 p.m.

Location: See ACORN

Quercus: <https://q.utoronto.ca/courses/353780>

## **Course Description & Objectives**

### **COURSE DESCRIPTION**

Over the last half century the workforce has shifted toward more professional and service jobs as more women entered the paid labor force. Along with these changes have come increasing polarization and inequality. This class will examine how technological and social changes have changed how workers perform and understand their work and themselves. We will examine platform and gig based work, consider how workers navigate careers amidst economic uncertainty and technological change, investigate the degree to which technology replaces workers, and study related emerging inequalities.

### **COURSE OBJECTIVES**

- Students will identify the economic and labor market shifts from the industrial to contemporary economy and labour market.
- Student will identify inequalities related to and cutting across gender, race, and class in contemporary workforce.
- Students will be able to summarize, critique, and synthesize abstract arguments both orally and in writing.
- Students will demonstrate the ability to apply sociological theory and methods to critically analyze their own lived experience and the social world around them.

### **Prerequisite**

1.0 SOC FCE at the 300+ level. Students without this requirement will be removed by the department without notice.

## Learning Components and Course Requirements

### CLASS ATTENDANCE AND PARTICIPATION

Students are expected to attend every class meeting and participate actively in seminar style discussions. Lectures will cover material not included in the readings and expand on the assigned texts. Class meetings will provide an important opportunity to expand, connect, process, and discuss material that will only be fully available to those who attend class

### READINGS

We will typically read about 75 pages of material per week (sometimes less, sometimes more). Class will be primarily discussion based and your participation will require that you have completed the readings before coming to class. Please bring a copy of the assigned readings with you to class as you will occasionally need to reference them. It is critical that you keep up with these readings.

### READING REFLECTIONS

Over the course of the semester students should submit **SIX** reading reflections. Each week (unless otherwise noted) students will submit a 2-page reflection paper in which they 1) summarize the key arguments of the readings 2) describe their reflections/thoughts on the readings and 3) provide at least 3 discussion questions they would like the class to address. Summaries must be submitted before class (by 2pm on class meeting days).

### CRITICAL LITERATURE REVIEW RESEARCH PAPER

Students will write a critical literature review on a topic of their choice related to work in the knowledge economy. Literature reviews must make an original argument and should be supported by Sociological and/or related research. This assignment will be scaffolded by smaller assignments over the course of the semester.

### TOPIC OUTLINE

Students will propose a topic for study in a 1-page document. This proposal need not include specific research questions as it will serve as the basis to direct reading and research in the literature.

### PARTIAL ANNOTATED BIBLIOGRAPHY

Students will submit an early version of their annotated bibliography. The goal of this assignment is to ensure that students are reading the relevant literature so they are prepared to decide on their specific research question. This early version should contain references and notes for at least 7 sources.

### ARGUMENT AND REASONING STATEMENT

Following submission of their partial annotated bibliography students will submit a 1-2- page statement describing the argument they intend to make in their literature review and the reasoning for their argument based on the literature they have read so far.

### FULL ANNOTATED BIBLIOGRAPHY

Students will provide a complete annotated bibliography for their final literature review paper. The annotated bibliography should contain references in ASA style and summary reading notes of material students intend to use for their critical literature review papers. The references should be organized

alphabetically by theme. Ideally, the themes will reflect the sub-headings students will use in their papers. The annotated bibliography should contain at least 5 course readings and must contain at least 10 additional sources not covered in the class, except with permission from the instructor. It should be clear from the notes how each source might contribute to the research paper. Sources not clearly connected to the overall paper will not count toward the total required.

### CRITICAL LITERATURE REVIEW OUTLINE

Students will provide an outline of their final paper identifying at least their key argument, the subheadings they intend to use (these may change in the final version), and a brief description (one sentence is enough) of the contents of each section.

### IN CLASS PRESENTATION

Students will provide brief overview of their project orally for their classmates.

## Assignment Schedule and Grading

Assignment	Due Date	Contribution to Grade
Reading Reflection Papers	Varies (Must submit at least 2 by Oct 14 <sup>th</sup> )	36% (6% each for 6 papers)
Research Paper Topic	Oct 3	1%
Partial Annotated Bibliography	Oct 25	2%
Argument and Reasoning Statement	Nov 14	3%
Research Paper Outline	Nov 27	2%
Full Annotated Bibliography	Dec 1	6%
Critical Literature Review Research Paper	Dec 9	40%
Attendance and Participation	NA	8%
Final Project In-Class Overview	Dec 2	2%

Percentage grades will translate to letter grades as follows (standard university grade scale):

Percentage	Letter Grade	Grade Point Value	Percentage	Letter Grade	Grade Point Value
90-100	A+	4.0	67-69	C+	2.3
85-89	A	4.0	63-66	C	2.0
80-84	A-	3.7	60-62	C-	1.7
77-79	B+	3.3	57-59	D+	1.3
73-76	B	3.0	53-56	D	1.0
70-72	B-	2.7	50-52	D-	0.7
			0-49	F	0.0

## Course Policies

You are expected to know the contents of the syllabus. You are also responsible for all the material covered in class, as well as announcements posted on the course website (make sure to turn on the notifications of your choice on Quercus).

Students are expected to attend class, arrive on time, leave as scheduled, keep up with the course readings, and communicate regularly and respectfully with the instructors and each other. You are encouraged to consult me early and often if you need special accommodations or encounter any kind of obstacle. I understand that you are adults with lives that will conflict with your schoolwork. Part of the work of being a university student is learning how to balance your personal life and your academic/professional responsibilities. It is my job to help you navigate this balancing act. This means holding you accountable for showing face in class, performing the part of earnest student, meeting deadlines, working effectively with others, completing your work to high standards, and communicating professionally when you struggle with any aspect of these responsibilities.

### READINGS

All required readings will be available electronically on the course website on Quercus or library electronic course reserves.

### CLASSROOM DISCUSSIONS

Everybody in this class brings different life experiences and prior knowledge. This is an opportunity for us to learn from each other. If you never disagreed with me or with each other I would worry that you were not reading or paying attention in class. Respecting each other's points of view is crucial for the participation in this course. I hope we can have a class filled with the lively debate that comes with sharing and developing ideas. If at any point debate becomes disrespectful you will be asked to leave the class. I insist on civility, respect, and an atmosphere of collegiality.

### ACCESSIBILITY

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/as> as soon as possible. If you are registered with Accessibility Services, please forward your accommodations paperwork to the instructor within the first two weeks of the course so that arrangements can be made.

### TECHNOLOGY IN THE CLASSROOM

I understand that you are in possession of internet enabled, digital devices and that you are likely to bring them to class with you. These devices are often useful for notetaking, accessing readings, and working with data in class. Please turn your mobile phone on silent before class. If your digital device becomes a distraction, I will ask you to put it away. If the problem persists or becomes widespread, I will ask that students do not have digital devices visible during class except when necessary for in-class activities. Research shows that students learn better when they take notes by hand, so I encourage you to take handwritten rather than type-written notes.

### RECORDING OF LECTURES

If you wish to record the lecture for your own personal use, **please get in touch with the instructor first**. Students who are entitled to record the lectures because of accessibility accommodations are required to sign a form stating that the recording is made for personal use only. Out of fairness to everybody (and because it is unlawful to record somebody without their consent in Ontario), this will be required of all students who wish to make a recording of the lectures.

The instructor may decide, with student input, to audio record lectures and make those audio recordings available for all students. We will make this together. If we do decide to audio record lectures these recordings will be considered course material. All course 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.

### **ASSIGNMENT SUBMISSION AND DEADLINES**

All written work must be typed, double-spaced, with 1-inch margins using 12-point Times New Roman or 11pt Calibri font. When you submit files, they should be in PDF or .doc(x) format unless otherwise specified. Written work must be submitted via Quercus. No work will be accepted over e-mail.

Students can typically expect work to be returned within two weeks unless extenuating circumstances dictate otherwise.

Assignments are due at the time indicated for each assignment. All written work must be submitted online through the course Quercus website. No assignments should ever be sent via e-mail. Only written work submitted to the correct assignment via the course website will be accepted.

### **LATE/MISSING WORK**

The late deduction is 5% for each 24-hour period the assignment is late starting with the day the assignment is due. For example, an assignment submitted 12 hours late would receive a 5% late penalty, an assignment submitted 25 hours would receive a 10% late deduction. No work will be accepted more than 2 weeks past the original due date.

Please be aware that assignment closing dates and deadlines are automated within Quercus. For example, if something is due at 11:59pm on Oct 1st, it will be marked late if it is submitted at 12:00am on Oct 2<sup>nd</sup>, and if an assignment is set to close at 11:59pm on Oct 1<sup>st</sup> Quercus will not accept submissions at 12:00am on Oct 2<sup>nd</sup>. I will not provide extensions due to slow internet, connectivity issues, or other technical delays that result in submission after the deadline. Start the submission process well enough in advance to ensure that your paper will be fully submitted before the deadline.

### **EXTENSIONS**

Please notify me promptly if you must miss a deadline and provide official documentation as soon as possible. Under university regulations I am not required to give make-up tests or provide extensions if the student informs me of her/his circumstance more than 7 days after the missed test or assignment due date.

Four types of documentation are considered “official” when it comes to late work and missed assignments:

- **Acorn Absence Declaration of Verification of Illness Form:** *Use this for short, temporary illness or other short but acute circumstances.* Students who are or will be temporarily absent from their studies and need academic consideration for a missed academic obligation (e.g., test, quiz, paper), may be able to formally declare their absence on the Absence Declaration Tool in ACORN. Students enrolled in an academic division (faculty or campus) that participates, can access the tool in ACORN, under the Profile and Settings menu. The Absence Declaration Tool helps students create an official record of their absence that can be used to support a request

for academic consideration in their courses, without the need to present further documentation. Read more about the ACORN Absence Declaration Tool process [here](#).

- **Registrar’s Letter:** Use this for longer illness, other personal or family circumstances, or work missed over 7 days past.
- **A letter from Accessibility Services:** This documentation is useful for ongoing medical issues that require special accommodation.
- **Verification of Illness Form:** This is not required and I encourage you to use the Acorn absence declaration instead, since most doctors charge to provide these letters. But they can be used to document a short-term, acute illness when necessary.

## PLAGIARISM

Be careful to avoid plagiarism. It is a serious academic offense with serious penalties (see the “Code of Behavior on Academic Matters”). If you are using someone else’s ideas, do not present them as your own. Give proper references if you are using somebody else’s ideas, and use quotation marks if you are quoting. When in doubt, it is always safer to over-reference --you are not going to be punished for that. Please also be aware that turning in an old paper, or large parts thereof, for credit in a second (or third etc.) course, is considered an academic offense that results in students being referred off to the Office of Academic Integrity.

## PLAGIARISM DETECTION

Turnitin plagiarism detection software is integrated within Quercus. It uses text matching technology as a method to uphold the University’s high academic integrity standards to detect any potential plagiarism.

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>).

I object to the widespread use of this software, which effectively provides large quantities of student work to a for-profit company whose future business uses for it are not in our control and may include training large language models, data mining, or selling it to third-parties. Consequently, none of the assignments for this course are set for automatic review by Turnitin. I will assume that you approach your work with integrity. However, if assignments look overly similar or the teaching team has other reason to suspect plagiarism, we do have access to this tool and may use it to detect plagiarism if we feel it’s necessary.

If you object to your work being subject to review by Turnitin, add a comment when you submit your assignment. If we do find that we need to review your assignment for plagiarism and you have asked that we not use Turnitin, we will ask that you provide sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper you submit is truly yours. If you cannot or decline to provide the requested documentation and do not consent to us using Turnitin for review, we will decline to mark the assignment.

## USE OF GENERATIVE AI

Generative Artificial Intelligence (AI), and specifically foundational models that can create content, including writing, are becoming ubiquitous. This includes not only GPT4 (and its siblings ChatGPT and

Bing), but many writing assistants that are built on this or similar AI technologies. Microsoft and Google have already integrated some of these technologies into widely used software that students will inevitably need for this class. These technologies reside in a boundary area between making users more productive, modelling valuable skills about writing and critical thinking, and replacing human intelligence in completing some class-relevant tasks. I hope to have an ongoing critical dialogue about how these tools work, why they work the way they do, and where they may be helpful or harmful in the context of academic work.

Some of these tools are more useful than others in the context of sociology classes. Tools like Research Rabbit can enhance and speed up a literature search, Grammarly might help copy edit writing, and ChatGPT might help outline a paper or better understand the current state of the field around a particular idea. None of these tools are replacements for the depth of skills that university training provides. At best these tools contain a reflection of human intelligence and fully rely on human intelligence and creativity to work at all effectively. They are primarily predictive—creating sentences by replicating which words follow each other most often in past writing. Because of the way they work they are often wrong and prone to hallucination. Sometimes this is obvious and even entertaining but often it's not clear without extensive domain area expertise. Using them to draft text is certain to result in vague language derivative of the prompt, likely to reproduce biases from the underlying training data, and may be simply incorrect. Please also consider that part of the reason these tools are getting so much attention is because powerful corporate interests are deeply invested in their widespread adoption—not because they are so effective but because they are so profitable.

To complete your degree in sociology you will need to be more persuasive and creative at building arguments, thinking critically, and making connections between ideas than any of these tools. Importantly, you will need to learn to do all of this in a voice that is uniquely and genuinely your own. These tools may help you in that process, but over-reliance on them will prevent you from learning the skills necessary to complete work at the level expected for this class. Put bluntly, ChatGPT can provide text that is a vague derivative of the average of the internet, and my expectations for you are considerably higher than that.

I encourage you to limit your use to collecting ideas, searching for literature, grammar/copy editing, and maybe outlining. In my experience with ChatGPT, I find it is often wrong, overly generic, and lacking in critical nuance. It might be helpful in gathering ideas when you are getting started, but you will likely find that your own writing is far more dynamic and sophisticated and that consulting it slows you down and dampens your creativity.

Given these considerations, Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit. Expect that creativity, nuance, and sophistication will be considered in how your work is marked.

## Communication and Office Hours

### EMAIL

Please use your **University of Toronto email** to communicate with me with regard to **personal matters**. Please feel free and encouraged to contact the teaching team using the contact information provided on the syllabus. Please include "SOC495" and a brief description in the subject line. I will typically answer emails within 24 hours during the workweek (i.e. Monday through Friday, between 9 a.m. – 5 p.m.), and I may be unavailable on weekends. Keep in mind that for simple questions, email is the preferred method of communication. However, for longer questions students should come to office hours and we may request a conversation rather than answering long or complex questions over email.

## OFFICE HOURS

My office hours are **Tuesdays from 1-2 pm or by appointment**. Please make an appointment to secure your preferred meeting time. You are welcome to use office hours as an opportunity to ask questions, explore ideas and experiences related to the course material, discuss your plans for future studies in Sociology, or other course or career-related matters. It's a great way for us to get to know each other so I hope to see everyone in office hours at least once.

Office hours will be held on Zoom—please use the comment space on the appointment tool to let me know how you plan to attend. Office hours appointments can be reserved using the calendar tool in Quercus: Click on the “Calendar” in the menu on the left-hand side, then go to “Find Appointments” on the right-hand side. By default, appointments are 10 minutes. You are welcome to reserve more than one appointment if you expect to require more time. You can also leave a note about what you would like to talk about in the “comments” box.

Should all the slots for a given week be taken, please email me ([sharla.alegria@utoronto.ca](mailto:sharla.alegria@utoronto.ca)) to inquire about an alternative meeting time. Please include details about the nature of your meeting request and a list of dates/times when you are available in your message.

## Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto’s Code of Behaviour on Academic Matters. This is the rule book for academic behaviour at the U of T, and it is your responsibility to read this material and comply fully with it: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

The University of Toronto treats academic integrity and academic misconduct very seriously. Academic misconduct includes, but is not limited to:

- Sharing answers to assignments, including on social media, email, or in person
- Copying material word-for-word from a source (including, but not limited to the textbook, lectures, or study group notes), not placing the words within quotation marks and citing the source
- Submitting your own work in more than one course without the permission of the instructor
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignment including having someone re/write or add material to your work
- Lending your work to another student who submits it as his/her own
- Letting someone else look at your answers on a test
- Falsifying or altering any documentation required by the University, including doctor’s notes
- Submitting an altered assignment/test for re-grading

Students who commit an academic offense face serious penalties. University policy requires cases of academic dishonesty to be reported to the department chair and the university.

You find additional information on the university's rules and expectations about academic integrity here: <http://www.artsci.utoronto.ca/osai/students>



## Grade Appeals

We do our very best to grade work fairly, consistently, and accurately. Nevertheless, one of us may unintentionally err in our grading duties. If you believe that your assignment or test has been mismarked, please adhere to the following rules:

- For simple mathematical errors, simply alert your TA of the mistake.
- All requests for re-grading tests or course assignments should be made to the person who graded your work. Please **wait for 24 hours** after the assignment has been returned to the class and submit your request **within two weeks of that date**. Requests submitted at a later date will not be considered.
- A **short memo** that clearly states specific reasons to justify the request and backs up these reasons with evidence from your assignment must be submitted to the person who graded your work.

If your appeal is deemed appropriate, the entirety of your test/assignment will be re-graded. Please note that upon re-grade your mark may go down, stay the same, or go up.

## Course Schedule & Readings

*All assigned readings are available on Quercus.*

	Date	Lecture Topic and Assigned Readings	Assignments and Events
1	Sept. 9	Welcome and Intro  ChatGPT Reading and Activity	
2	Sept 16	<b>What's new about the new economy?</b> <ul style="list-style-type: none"> <li>• Cappelli, Peter. 1999. "Career Jobs Are Dead." <i>California Management Review</i> 42(1):146–67. doi: 10.2307/41166023.</li> <li>• Cranford, Cynthia J., Leah Vosko, and Nancy Zukewich. 2003. "The Gender of Precarious Employment in Canada." <i>Relations Industrielles / Industrial Relations</i> 58(3):454–82. doi: <a href="https://doi.org/10.7202/007495ar">https://doi.org/10.7202/007495ar</a>.</li> <li>• Viscelli, Steve. 2016. <i>The Big Rig: Trucking and the Decline of the American Dream</i>. Univ of California Press. Introduction</li> <li>• Peters, Tom. 1997. "The Brand Called You." <i>Fast Company</i>. Retrieved January 10, 2020 (<a href="https://www.fastcompany.com/28905/brand-called-you">https://www.fastcompany.com/28905/brand-called-you</a>).</li> </ul>	
3	Sept 23	<b>Is Technology the End of Work?</b> <ul style="list-style-type: none"> <li>• Shestakofsky, Benjamin. 2017. "Working Algorithms: Software Automation and the Future of Work." <i>Work</i></li> </ul>	

	Date	Lecture Topic and Assigned Readings	Assignments and Events
		<p><i>and Occupations</i> 44(4):376–423. doi: <a href="https://doi.org/10.1177/0730888417726119">10.1177/0730888417726119</a>.</p> <ul style="list-style-type: none"> <li>• Autor, David H. 2015. “Why Are There Still So Many Jobs? The History and Future of Workplace Automation.” <i>Journal of Economic Perspectives</i> 29(3):3–30. doi: 10.1257/jep.29.3.3.</li> </ul>	
4	Sept 30	<p><b>Education in the Knowledge Economy</b></p> <ul style="list-style-type: none"> <li>• Autor, David H. 2014. “Skills, Education, and the Rise of Earnings Inequality among the ‘Other 99 Percent.’” <i>Science</i> 344(6186):843–51. doi: 10.1126/science.1251868.</li> <li>• Cottom, Tressie McMillan. 2017. <i>Lower Ed: The Troubling Rise of for-Profit Colleges in the New Economy</i>. New York: The New Press. Introduction and Conclusion</li> <li>• Collins, Randall. 2019. <i>The Credential Society: An Historical Sociology of Education and Stratification</i>. Columbia University Press. Chapters 2&amp;7</li> </ul>	Research Paper Topic Proposals due (11:59pm Oct 3)
5	Oct 7	<p><b>Normative Control and Professional Work</b></p> <ul style="list-style-type: none"> <li>• Kunda, Gideon. 2006. <i>Engineering Culture: Control and Commitment in a High-Tech Corporation</i>. Philadelphia: PA: Temple University Press. Introduction pg 1-25</li> <li>• Pugh, Allison J. 2015. <i>The Tumbleweed Society: Working and Caring in an Age of Insecurity</i>. Oxford University Press. Chapter 3</li> <li>• Vallas, Steven P., and Angèle Christin. 2018. “Work and Identity in an Era of Precarious Employment: How Workers Respond to ‘Personal Branding’ Discourse.” <i>Work and Occupations</i> 45(1):3–37. doi: <a href="https://doi.org/10.1177/0730888417735662">10.1177/0730888417735662</a>.</li> </ul>	
6	Oct 14	Thanksgiving: No Class	<b>At least two reflection papers must be submitted by this date</b>
7	Oct 21	<p><b>Gigging and Post-Taylorist Control Outside the Professions</b></p> <ul style="list-style-type: none"> <li>• Rosenblat, Alex. 2019. <i>Uberland</i>. University of California Press. Chapters 1 and 3</li> <li>• Vallas, Steven, and Juliet B. Schor. 2020. “What Do Platforms Do? Understanding the Gig Economy.” <i>Annual Review of Sociology</i> 46(1):273–94. doi: 10.1146/annurev-soc-121919-054857.</li> <li>• Frederick Taylor. “Fundamentals of Scientific Management” (In Wharton, Amy S. 2014. <i>Working in America: Continuity, Conflict, and Change in a New</i></li> </ul>	Partial Annotated Bibliography due (11:59pm Oct 25)

	Date	Lecture Topic and Assigned Readings	Assignments and Events
		<i>Economic Era (4<sup>th</sup> ed.)</i> . Paradigm Publishers Boulder, CO.)	
<b>Oct 28: No Class: Reading Week</b>			
8	Nov 4	<b>Technology and Surveillance in the Labour Process</b> <ul style="list-style-type: none"> <li>• *Alex Rosenblat. 2018. <i>Fast Company</i> "If Your Boss is an App, What, Exactly, Are You?" <a href="https://www.fastcompany.com/90264519/if-an-app-is-your-boss-what-exactly-are-you">https://www.fastcompany.com/90264519/if-an-app-is-your-boss-what-exactly-are-you</a></li> <li>• Poster, Winifred R. "Racialized Surveillance in the Digitalized Service Economy" in Benjamin, Ruha. Ed. 2019. <i>Captivating Technology: Race, Carceral Technoscience, and Liberatory Imagination in Everyday Life</i>. Duke University Press.</li> <li>• Misra, Joya and Kyla Walters. 2022. <i>Walking Mannequins: How Race and Gender Inequalities Shape Retail Clothing Work</i>. Oakland, California: University of California Press. Chapter 2</li> <li>• Brayne, Sarah, and Angèle Christin. 2021. "Technologies of Crime Prediction: The Reception of Algorithms in Policing and Criminal Courts." <i>Social Problems</i> 68(3):608–24. doi: <a href="https://doi.org/10.1093/socpro/spaa004">10.1093/socpro/spaa004</a>.</li> </ul>	
9	Nov 11	<b>Platform Capitalism</b> <ul style="list-style-type: none"> <li>• Srnicek, Nick. 2017. <i>Platform Capitalism</i>. John Wiley &amp; Sons. (Yes, the whole book. It's very short.)</li> <li>• Gray, Mary L., and Siddharth Suri. 2019. <i>Ghost Work: How to Stop Silicon Valley from Building a New Global Underclass</i>. HarperCollins. Introduction</li> <li>• McMillan Cottom, Tressie. 2020. "Where Platform Capitalism and Racial Capitalism Meet: The Sociology of Race and Racism in the Digital Society." <i>Sociology of Race and Ethnicity</i> 6(4):441–49. doi: 10.1177/2332649220949473.</li> </ul>	<b>Argument and Reasoning Statement Due (11:59pm Nov 14)</b>
10	Nov 18	<b>New Empirical Example I:</b> <ul style="list-style-type: none"> <li>• Chen, Carolyn. 2023. <i>Work Pray Code: When Work Becomes Religion in Silicon Valley</i>. Princeton University Press.</li> </ul>	
11	Nov 25	<b>New Empirical Example II:</b> <ul style="list-style-type: none"> <li>• Shestakofsky, Benjamin. 2024. <i>Behind the Startup: How Venture Capital Shapes Work, Innovation, and Inequality</i>. Univ of California Press.</li> </ul>	<b>Full Annotated Bibliography Due 11:59pm, Dec 1</b>  <b>Research Paper Outline due Nov 27 by 11:59pm</b>

	<b>Date</b>	<b>Lecture Topic and Assigned Readings</b>	<b>Assignments and Events</b>
12	Dec 2	No New Readings. Wrap up, Review, and Share Our Projects	<b>Critical Literature Review Research paper due Dec 9th, 11:59pm.</b>