

SOC207H1S
Sociology of Work & Occupations
Summer 2024 (July-August)
University of Toronto, St. George
Monday's & Wednesday's, 1:10pm-3:00pm (Online-Synchronous)

Zoom Information: <https://utoronto.zoom.us/j/81274376324>
Meeting ID: 812 7437 6324
Passcode: 02024

Instructor: Emily Hammond (she/her)
E-mail: e.hammond@utoronto.ca
Office Hours: Monday's & Wednesday's 3:00-3:30pm (via Zoom)

TA: Rebecca Nachtigall (she/her)
E-mail: rebecca.nachtigall@mail.utoronto.ca

Course Description

Welcome to the Sociology of Work & Occupations! Work is one of the most fundamental aspects of human life. How a society organizes and divides its labor is critical to its character. In this class, we will consider how work structures social life, how work and social inequality are related, how work shapes and is shaped by our social identities, and how work has changed and will likely continue to change in the coming decades. We will focus mostly on work in the 20th and 21st centuries.

Land Acknowledgment

I live as a settler colonist in the traditional land of the Huron-Wendat and Petun First Nations, the Seneca, and the Mississaugas of the Credit River, where the University of Toronto is located. This territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, this meeting place is still the home to many Indigenous people from across Turtle Island. I am grateful to have the opportunity to work on this land.

Prerequisites

The prerequisite to take this course is completion of SOC100H1 or an equivalent of SOC100H1. Students without this requirement will be removed from the course.

Course Objectives

It is my goal that by the end of this semester students will have a greater understanding of the current state, debates, and future directions of the sociological literature around work and occupations. This course will help students explore key concepts and theories and will provide the opportunity to apply these lenses, frameworks, and ideas to lived experiences and the everyday world.

Class Structure

This class will be taking place online-synchronous via Zoom on Monday's and Wednesday's, from 1:10pm-3:00pm. I will be holding office hours over Zoom after class on Monday's & Wednesday's from 3:00pm-3:30pm, or by appointment.

Textbooks and Other Materials

Articles and sections of books are available through the Quercus page under Library Reading List.

Evaluation Components

I have designed assignments to encourage and recognize a variety of academic skills. More details will be provided about individual assignments closer to their due dates (both in class and on Quercus).

Participation and Active Engagement (10%)

Your consistent engagement with the readings and lectures will contribute to your understanding of course content and will prepare you for the assignments. It is important that you come to class having read the weekly readings so that you can engage actively in class. Your grade will be determined by your efforts to engage in class discussions.

Essay 1 (20%)

Students will write a short, 3-page essay applying foundational concepts about work and occupations. More details to be provided on Quercus and in-class.

Midterm Test (20%)

The mid-term test will be "take-home" style. Students may complete the test with the aid of notes and readings; however, they will have limited time for test completion. The test will be available on Quercus. It will include multiple choice, short answer and essay questions about the readings and lecture material.

Essay 2 (25%)

Students will write a short, 3-page essay applying foundational concepts about work and occupations. More details to be provided on Quercus and in-class.

Final Test (25%)

The final test will also be "take-home" style. It will include multiple choice, short answer and essay questions about the readings and lecture material from the whole semester. Students should build an understanding of course material throughout the semester with ideas building on each other as the semester progresses. The test will not be "cumulative" per se, but is inevitable that students will need to draw on their understanding of ideas from the first part of the semester to demonstrate knowledge of material that came later.

Overview of Evaluation Components

Assignment	Due Date	Weight
Participation and Active Engagement	Ongoing	10%

Essay 1	July 17	20%
Midterm Test	July 24	20%
Essay 2	August 7	25%
Final Test	August 13	25%

Course Schedule and Due Dates

Class Meeting Date	Lecture Topic & Assigned Readings	Assignments & Events
Week 1	<p>July 3 What is Work?</p> <ul style="list-style-type: none"> Weber, M. and Kalberg, Stephen. (2012). <i>The Protestant Ethic and the Spirit of Capitalism</i>. Routledge. → Selection: pp. 13-20 Marx, K. (2015). Chapter 1: Alienated Labour. In Wharton, A. <i>Working in America Continuity, Conflict, and Change in a New Economic Era</i>. Routledge. 	
Week 2	<p>July 8 – Asynchronous Lecture The Capitalist Labour Process</p> <ul style="list-style-type: none"> Taylor, F. W. (2015). Chapter 3: Fundamentals of Scientific Management. In Wharton, A. <i>Working in America Continuity, Conflict, and Change in a New Economic Era</i>. Routledge. Braverman, H. (1998). Chapter 3: The Division of Labour. In <i>Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century</i>. NYU Press. <p>*Optional Reading: Weber, M. (2015). Chapter 2: Bureaucracy. In Wharton, A. <i>Working in America Continuity, Conflict, and Change in a New Economic Era</i>. Routledge.</p>	
	<p>July 10 Writing Support</p> <ul style="list-style-type: none"> Attend Rebecca’s writing workshop for the first half of class. <p>Essay Preparation</p> <ul style="list-style-type: none"> Use the second half of class today to get started on essay 1. 	Writing Workshop

Week 3	<p>July 15 Emotional Labour</p> <ul style="list-style-type: none"> • Hochschild, A.R. (2015). Chapter 5: The Managed Heart. In Wharton, A. <i>Working in America Continuity, Conflict, and Change in a New Economic Era</i>. Routledge. • Leidner, R. (2015). Chapter 6: Over the Counter McDonald's. In Wharton, A. <i>Working in America Continuity, Conflict, and Change in a New Economic Era</i>. Routledge. 	
	<p>July 17 Globalization</p> <ul style="list-style-type: none"> • Bhavani, A. (2015). Chapter 8: Globalization, Flexibility and New Workplace Culture in the United States and India. In Wharton, A. <i>Working in America Continuity, Conflict, and Change in a New Economic Era</i>. Routledge. • Smith V. (2015). Chapter 9: Shift Work in Multiple Time Zones – Some Implication of Contingent and Nonstandard Employment for Family Life. In Wharton, A. <i>Working in America Continuity, Conflict, and Change in a New Economic Era</i>. Routledge. 	Essay 1 Due
Week 4	<p>July 22 Work in the New Economy</p> <ul style="list-style-type: none"> • Clement, W., Mathieu, S., Pris, S. and Uckardesler, E. (2010). Chapter 3: Restructuring Work and Labour Markets in the New Economy: Four Processes. In P. Norene and M. P. Thomas <i>Interrogating the New Economy: Restructuring Work in the 21st Century</i>. University of Toronto Press. • Campbell, I. and Price, R. (2016). Precarious Work and Precarious Workers: Towards an Improved Conceptualisation. <i>The Economic and Labour Relations Review: ELRR</i> 27(3): 314–332. 	
	<p>July 24 Midterm Test – No Class</p>	
Week 5	<p>July 29 Gender Inequality at Work</p> <ul style="list-style-type: none"> • Cha, Y. and Weeden, K.A. (2014). Overwork and the Slow Convergence in the Gender Gap in Wages. <i>American Sociological Review</i> 79:457-484. 	*Drop date – 10% of grade needed

	<ul style="list-style-type: none"> England, P. (2010). The Gender Revolution: Uneven and Stalled. <i>Gender & Society</i> 24(2):149–166. 	
	<p>July 31 Race & Racism</p> <ul style="list-style-type: none"> Wingfield, A. H. (2010). Are Some Emotions Marked Whites Only? Racialized Feeling Rules in Professional Workplaces. <i>Social Problems</i> 57(2):251–268. Oreopoulos, P. (2011). Why Do Skilled Immigrants Struggle in the Labor Market? A Field Experiment with Thirteen Thousand Resumes. <i>American Economic Journal – Economic Policy</i> 3:148-171. 	
Week 6	<p>August 5</p> <p>Civic Holiday - No Class</p>	
	<p>August 7 Unionization & Worker Solidarity</p> <ul style="list-style-type: none"> Zhou, Y. and Pun, N. (2022). Affording Worker Solidarity in Motion: Theorising the Intersection between Social Media and Agential Practices in the Platform Economy. <i>New Media & Society</i>, 1-19. Birelma, A. (2023). Militant Minority at Work: A Successful Case of Unionisation of Garment Workers in Istanbul. <i>Revue Canadienne d'études Du Développement</i>, 44(1), 113–130. 	Essay 2 Due
Week 7	<p>August 12 Technology & The Future of Work</p> <ul style="list-style-type: none"> Shestakofsky, B. (2017). Working Algorithms: Software Automation and the Future of Work. <i>Work and Occupations</i>, 44(4), 376–423. Rosenblat, A. (2019). Introduction: Using an App to Go to Work - Uber as a Symbol of the New Economy. In <i>Uberland</i> (pp. 1–20). University of California Press. 	Guest Lecture
	<p>August 13</p> <p>Final Test – No Class</p>	

Equity and Respect

In this course, we will strive to build an environment in which all feel included, safe, and respected. This is our collective responsibility. As a course instructor, I will not condone behaviour that undermines the dignity, safety, and well-being of any student in this course. Sexist, racist, homophobic, transphobic, or xenophobic language will not be tolerated. In your course communications, please use gender-inclusive language and respect your peers' pronouns. If you believe that the instructor or any person in this course is engaging in language or practices that make you or your classmates feel unsafe or excluded, please reach out to the teaching team.

Accessibility

The University of Toronto is committed to accessibility. If you require accommodations or have accessibility concerns, contact <http://studentlife.utoronto.ca/> as soon as possible. If you are registered with Accessibility Services, please forward your accommodations paperwork to the instructor as soon as possible so that arrangements can be made. I will work with you to ensure you can achieve your learning goals in this course.

Grade Appeals

The teaching team will do our best to grade fairly and consistently. If issues with your grade arise and you wish to appeal, please follow the following procedure:

A student who believes that their term work has a substantive error in grading may ask for a re-evaluation. 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. This request should consist of a short memo that clearly states specific reasons to justify the request. 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.

Late/Missing Work

Students who miss a paper deadline or a test will receive a mark of zero for that paper or test unless the reason is a circumstance beyond their control. **Within three days** of missing a paper deadline or test, students must send the instructor a request for consideration. Students must document their request with **one of the following**:

- Absence declaration via ACORN
- U of T Verification of Illness or Injury Form
- College Registrar's letter (e.g., in case of personal/family crisis or emergency)
- Letter of Academic Accommodation from Accessibility Services

The late deduction is 5% for each day the assignment is late, including weekends and holidays. No work will be accepted more than 2 weeks past the original due date.

If a personal or family crisis prevents you from meeting a deadline, you are required to contact your college registrar and have your registrar email me, the instructor, directly. It is also a good idea to proactively contact your college registrar if you are dealing with a crisis that is interfering

with your studies. College registrars can help negotiate solutions with the instructors of the classes you are taking.

Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Copying, plagiarizing, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties.

Avoid plagiarism by citing sources in all written work and presentations. Normally, students will be required to submit their course essays to Ouriginal 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 Ouriginal 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>).

Students not wishing their assignment to be submitted through Ouriginal will not be assessed unless a student instead provides, along with their work, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own.

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

Generative Artificial Intelligence

Students are encouraged to make use of technology, including generative artificial intelligence tools, to contribute to their understanding of course materials. Students may not use artificial intelligence tools for taking tests, writing research papers, or completing major course assignments. Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants. Representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.