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SOC207H1S: Work and Occupations Winter 2020 University of Toronto

Location: [Sidney Smith, 100 St. George Street, Room 2118](#) Mon. 6-8pm
Quercus: <https://q.utoronto.ca/courses/138831>



Course Description & Objectives

COURSE DESCRIPTION

Welcome to Sociology 207, Work and 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 US in the 20th and 21st centuries.

It is my goal that by the end of this semester you will more sophisticated consumers of information than you started, able to discern reliable from unreliable sources, evidence from opinion, and good data from bad, that you will be able to gather information, analyze it, and use it to make informed arguments and decisions. In short, I intend that you will finish the semester with more analytic, communication, and technical sophistication than you began.

COURSE OBJECTIVES

- Identify recent shifts to the labor market and their consequences for opportunity and inequality
- Students will be able to describe race and gender related workplace inequalities.
- Students will use sociological methods to collect data and build arguments based on their original data.
- Students will be able to summarize, critique, and synthesize abstract arguments.
- Students will demonstrate the ability to apply sociological theory and methods to critically analyze their own lived experience.

Prerequisite

SOC101Y1 or SOC102H1 or SOC100H1. Students without the prerequisite will be removed from the course and without notice.

Learning Components and Course Requirements

CLASS ATTENDANCE AND PARTICIPATION

Students are expected to attend every class meeting. Lectures will cover material not included in the readings and expand on the assigned texts. There will be occasional in-class assignments or assignments that students begin in class and submit at a specified date. Students may make up one missed assignment – typically by providing a 2-page reading response memo. Students who miss in-class group work will need to work with their team members to contribute to the team effort.

READINGS

We will typically read about 50 pages of material per week (sometimes less, sometimes more). The lectures build on the readings, and I expect that you have read the assigned texts ahead of class. Please bring a copy of the assigned readings with you to class. It is critical that you keep up with these readings.

WORKFORCE GOALS ESSAY

Students will write a short (500-750 word) essay describing their workforce goals in the context of the contemporary labor market.

CHANGING WORK REPORT

Students will work in teams to interview workers about their experiences in the workforce. Each student will write a short 4-6 page paper describing macro-structural factors that have changed and how these factors have impacted the work-lives of the team's interviewees.

INTERVIEW ANALYSIS

Students will work in teams to develop a set of interview questions. Then each member of the team will interview at least one member of the workforce (who has been working for a minimum number of years) about their jobs, training, and work-related decisions. Each member will be responsible for transcribing their interview, de-identifying the interviewee to protect confidentiality, and providing the transcript to their team. As a team, students will analyze the interviews thematically, focusing on macro-structural factors shaping work experience across the workforce. The team will produce a report highlighting themes across the interviews and connecting those themes to data in the form of direct quotes from interviewees.

BLOG PROJECT

Students will be grouped into teams for this assignment. At five intervals throughout the semester, students will write an Op/Ed blog style post of roughly 500 words (give or take 10%) reacting to the readings for the week of their blog. Each student will write one primary blog and provide at least one comment to the author and one reply to a teammate's comment for the blogs they do not author. This means that, in total, students will write one blog, 4 comments, and 4 replies to comments throughout the semester. All entries will be made on Quercus.

The blog should make an argument in response to the week's readings that reflects the students experience or observation of the subject. In other words, the response should include your perspective on the topic, based on your experience, but supported with evidence (from the readings).

MIDTERM TEST

The mid-term test may include multiple choice, short answer, or essay questions. It will include questions about the readings and material from the first part of the semester.

FINAL TEST

The final test may include multiple choice, short answer, or essay questions. It may include questions about the readings from the second part of the 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.

Students may drop-in to review their tests in the instructor's office from 1-3pm on Thursday April 2.

Overview of grade components

Assignment Schedule and Grading

Assignment	Due Date	Contribution to Grade
Work Force Goals Essay	Jan 31	10%
Interview Questions and Analysis	Questions Due Feb. 5 Analysis Due Feb. 26	5%
Mid-Term Test	Feb 11	25%
Changing work report	March 15th	20%
Blog Post:	Varies	10%
Blog comments and responses:	On-going	5%
In-Class/Follow-up Assignments and Quizzes	Ongoing	5%
Final Test	March 30	20%

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 Material

READINGS

All required readings will be available electronically on the course website on Quercus.

STUDENT RESPONSIBILITY

You are expected to know the contents of the syllabus. Please consult the syllabus before emailing the TA and the instructor. And you are 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).

Assignment Submission, Extensions & Late Policies

All written work must be typed, double-spaced, with normal (approximately 1-inch) margins using 11-12 point Times New Roman, Calibri, or Cambria font. When you submit files, they should be in PDF, doc(x), txt, xls(x) files or another format that can be read by a text editor or word processing program. Written work will be submitted via the course website. On-line submission makes any formatting abnormalities painfully obvious.

All writing assignments should be submitted on the course website according to the deadlines outlined out for each assignment (see Course Schedule).

Students can expect work to be returned within two weeks unless extenuating circumstances dictate otherwise. Please consider that TAs, who grade much of the work, are unionized workers with rights, lives, and other demands on their time. Protecting their rights as workers requires giving them the longest reasonable grading windows practical within confines of the semester.

TURNITIN

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Assignments not submitted through Turnitin will receive a grade of zero (0 %) unless a student instead provides, along with their assignment, 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. The alternative (not submitting via Turnitin) is in place because, strictly speaking, using Turnitin is voluntary for students at the University of Toronto.

ASSIGNMENT SUBMISSION AND DEADLINES

Assignments are due at the time indicated for each assignment. All written work must be submitted on-line through the course website. The only exception will be for in-class tests, which will be submitted in hard copy at the end of the test period. No assignments should ever be submitted via e-mail. Only written work submitted to the correct assignment via the course website will be accepted.

LATE 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. Late work will not be accepted more than 2 weeks past the original due date.

EXTENSIONS

If you require an extensions for a documented reason (see below), please let me know ahead of the due date and provide the necessary documentation.

DOCUMENTATION

If you miss the test or an assignment deadline, you must obtain one of the following forms of documentation to get an extension or make-up opportunity (midterm test). Please do not contact the instructor or the TA unless you are taking steps to obtain one of the following:

- In case of **illness**, you must supply a duly completed **Verification of Student Illness or Injury form** (see www.illnessverification.utoronto.ca). A doctor's note is also acceptable but **MUST** contain the start date and anticipated end date of the illness. The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work at class or to your TA during their office hours.
- If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar. It is a good idea to proactively contact your college registrar if you are dealing with crisis that is interfering with your studies. College registrars can help you negotiate solutions with the instructors of all the classes you are taking in a given semester. The letter must be placed in a sealed envelope, addressed to the instructor, and submitted in class or instructor office hours.
- **Letter from Accessibility Services**. This documentation is useful for ongoing medical issues that require special accommodation.

MISSING THE IN-CLASS TESTS

Should you miss an in-class test for a documented reason, please notify me as soon as possible (**within three days of the test at the latest**). Please provide me with the documentation before the agreed upon makeup test (you can bring it with you to the makeup test).

Course Policies

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 will be absent, 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.

CLASSROOM DISCUSSIONS

Everybody in this class brings different life experiences and prior knowledge to the table. This is also 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. On the first day of class, we will discuss the use of technology in class.

Research shows that students learn better when they take notes by hand, so I encourage you to rely on a pen/pencil and paper for notetaking. If your digital device becomes a distraction (because you are using it to surf the internet, check e-mail, message with friends, play video games, or because it is ringing or making noise) 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.

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.

However, the recording of lectures is not recommended. Studies have shown that students who take notes have better learning outcomes. Good note taking requires you to think about and systematize the material for yourself while you are listening to the lecture. This will help you to recognize the central points the lecture makes, and to retain the material better. Good note taking is much more efficient and saves you a lot of time in the end.

PLAGIARISM

Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the “Code of Behaviour on Academic Matters” in the Calendar of the Faculty of Arts and Science.

Communication & 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 instructors using the contact information provided on the syllabus. Please also include “SOC207” 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.). Keep in mind that for simple questions, email is the preferred method of communication. However, for longer questions, students should come to office hours. Please do not use the messaging tool on Quercus.

OFFICE HOURS

My office hours are **Monday 10am-12pm or by appointment**. The first hour (10-11am) will be open for drop-ins. The second hour (11am-12pm) will be reserved for appointments. If you require a private consultation or expect need to speak with me for more than 10-15 minutes, please schedule an appointment. You may 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 and career-related matters.

If you wish to **schedule an appointment** with me, please use the appointment slots made available weekly on **Quercus**: Click on the “Calendar” in the menu on the left-hand side, then go to “Find Appointments” on the right-hand side. Each slot is 15 minutes. If you need more time, you can book more than one adjacent slot. 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). Please include details about the nature of your meeting request and a list of dates/times when you are available in your message. You will typically receive a response within 24 hours during weekdays.

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 & Due Dates

All assigned readings are available on Quercus.

	Date	Lecture Topic and Assigned Readings	Assignments and Events
1	Jan. 6	Welcome and Introductions	
2	Jan 13	What is work and why do we do so much of it? <ul style="list-style-type: none"> • Selections from Max Weber <i>The Protestant Ethic and the Spirit of Capitalism</i> (pg 13-19, and 122-124). • *Arlie Hochschild. <i>The Managed Heart (selections)</i> • Evan Stewart. "Alienation and Orange Juice: The Invisibility of Labor" https://thesocietypages.org/socimages/2013/10/06/fresh-squeezed-orange-juice-and-the-invisibility-of-workers/ 	

3	Jan 20	<p>Scientific Management, or why a McDonald’s burger is the same everywhere you go.</p> <ul style="list-style-type: none"> • Frederick Taylor. “Fundamentals of Scientific Management” (selections) • Braverman, Harry. 1998. Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century. NYU Press. Chapter 3, pgs 49-58 • Leidner, Robin. 1993. Fast Food, Fast Talk: Service Work and the Routinization of Everyday Life. University of California Press. Selections from Chapter 3 	<p>Blog 1 Due by 2pm Jan 20</p> <p>Comments due by 11:59pm Thurs. Jan 23</p> <p>Responses Due 11:59pm Sunday Jan 26</p>
4	Jan 27	<p>Good Jobs, Bad Jobs and the Future of Work</p> <ul style="list-style-type: none"> • Clement, Wallace, Sophie Mathieu, Steven Prus, and Emre Uckardesler. 2010. “Restructuring Work and Labour Markets in the New Economy: Four Processes.” Pp. 43–64 in Interrogating the New Economy: Restructuring Work in the 21st Century, edited by P. Norene and M. P. Thomas. University of Toronto Press. • Don, Pittis. 2017. “Driverless Trucks Are Coming to Canada and the Impact Will Be Profound.” CBC. Retrieved November 4, 2019 (https://www.cbc.ca/news/business/autonomous-trucks-economy-1.4403057). • Arne Kalleberg. “Good Jobs, Bad Jobs” selections from Chapters 2 & 5. (selections) 	<p>Blog 2 Due by 2pm, Mon. Jan 27</p> <p>Comments due by 11:59pm Thurs. Jan 30</p> <p>Responses Due 11:59pm Sunday Feb. 2</p> <p>Workforce Goals Essay Due by 9am Fri. Jan 31</p>
5	Feb 3	<p>Insecurity and Inequality</p> <ul style="list-style-type: none"> • Guy Standing. “The Precariat: The new Dangerous Class.” https://workingclassstudies.wordpress.com/2014/10/27/the-precariat-the-new-dangerous-class/ • Allison Pugh. <i>The Tumbleweed Society</i>, Introduction • *Jennifer M. Silva. “Young and Isolated.” https://workinprogress.oowsection.org/2013/06/27/jennifer-m-silva-on-being-young-and-isolated-in-a-world-of-disappearing-jobs/ 	<p>Interview Questions Due by 11:59pm Wednesday Feb 5th. (students will begin draft in-class)</p>
6	Feb 11	Midterm Test	
7	Feb 18	Reading Week: No Class	

8	Feb 24	<p>Globalization</p> <ul style="list-style-type: none"> • Bhavani Arabandi. “Globalization, Flexibility and the New Workplace Culture in the United States and India” (selections) • Joseph Stiglitz. “Globalism’s Discontents” The Inequality Reader. Pg 576-584 • Kingston, Anne. “The Rising Toll of the Global Avocado Craze.” MacClean’s, May 30, 2017. https://www.macleans.ca/society/the-rising-toll-of-the-global-avocado-craze/ 	<p>Interview Analysis Due by 11:59pm Wednesday Feb. 26. (students will begin draft in-class)</p>
9	March 2	<p>Gender Inequality at Work</p> <ul style="list-style-type: none"> • Haveman, Heather A. and Lauren S. Beresford. 2012. “If You’re So Smart, Why Aren’t You the Boss? Explaining the Persistent Vertical Gender Gap in Management.” The ANNALS of the American Academy of Political and Social Science 639(1):114–30. • Blau, Francine D. and Lawrence M. Khan. 2011. “The Gender Pay Gap Have Women Gone as Far as They Can?” in ed. Grusky, David. 2011. <i>The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender.</i> 	<p>Blog 3 Due by 2pm, Mon. March 2</p> <p>Comments due by 11:59pm Thurs. March 5th</p> <p>Responses Due 11:59pm Sunday March 8th.</p>
10	March 9	<p>Education, Mobility, and Work</p> <ul style="list-style-type: none"> • Cottom, Tressie McMillan. n.d. Lower Ed The Troubling Rise of For-Profit Colleges in the New Economy. New York: NY: The New Press. Selections • Horowitz, Jonathan. 2018. “Relative Education and the Advantage of a College Degree.” American Sociological Review 83(4):771–801. 	<p>Changing Work Essay due 11:59pm Sunday March 15th</p>
11	March 16	<p>Opportunity (Denied)</p> <ul style="list-style-type: none"> • Ranita Ray <i>The Making of a Teenage Service Class</i> Ch 6 • Branch, Enobong Hannah and Caroline Hanley. 2014. “Upgraded to Bad Jobs: Low-Wage Black Women’s Relative Status since 1970.” The Sociological Quarterly 55(2):366–95. 	<p>Blog 4 Due by 2pm, Mon. March 16</p> <p>Comments due by 11:59pm Thurs. March 19</p> <p>Responses Due 11:59pm Sunday March 22</p>

12	March 23	<p>Race and Racism</p> <ul style="list-style-type: none"> • Wingfield, Adia Harvey. 2007. “The Modern Mammy and the Angry Black Man: African American Professionals’ Experiences with Gendered Racism in the Workplace.” <i>Race, Gender & Class</i> 14(1/2):196–212. • Quillian, Lincoln, Devah Pager, Arnfinn H. Midtbøen, and Ole Hexel. 2017. “Hiring Discrimination Against Black Americans Hasn’t Declined in 25 Years.” <i>Harvard Business Review</i>, October 11. https://hbr.org/2017/10/hiring-discrimination-against-black-americans-hasnt-declined-in-25-years 	<p>Blog 5 Due by 2pm, Mon. March 23</p> <p>Comments due by 11:59pm Thurs. March 26</p> <p>Responses Due 11:59pm <i>Saturday</i> March 28</p>
13	March 30	Final Test	

Students may review final tests in Professor Alegria’s office between 10pm-12am on Monday April 6th.

Academic Integrity Checklist

Students are strongly encouraged to review the following academic integrity checklist for each assignment before submission.

I confirm that:

- I have acknowledged the use of another’s ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University’s academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.