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## SOC207H1S: Work and Occupations Winter 2021 University of Toronto

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Location: Online Synchronously via Zoom Mon. 6-8pm  
Quercus: <https://q.utoronto.ca/courses/206474>

### How will this class work during the pandemic?

Class will meet online, synchronously on Mondays from 6-8pm as scheduled. We will use Zoom for class meetings and links to access the class meetings will be provided on the class Quercus website. Students are expected, though not required to attend class lecture. Lectures will be recorded for students who are unable to attend. Class and group discussion may not be recorded when possible to encourage participation and protect student privacy. This means that while all strictly required content will be available asynchronously students will certainly benefit from regular attendance and full engagement with online class meetings. Occasional pre-recorded lecture videos may be available for particularly challenging concepts or to allow more time for interactive activities during class time. All class work will be assigned, submitted, and returned online through Quercus. This semester is certain to challenge us all. Please be flexible as conditions may require changes to the class plan.



## 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 20<sup>th</sup> and 21<sup>st</sup> 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. While all required lecture material will be recorded and available asynchronously, discussion-based and student directed material may not be recorded to protect students' privacy and encourage participation. 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 30 pages of material per week (sometimes less, sometimes more). The lectures build on the readings, and I will 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.

## **WORK CONCEPTS ESSAY**

Students will write a short (500-750 word) essay applying foundational concepts about work and occupations.

## **WORK IN THE NEW ECONOMY ESSAY**

Students will write a short (500-750 word) essay applying class concepts about work in the new economy.

## **BLOG PROJECT**

Students will be grouped into teams for this assignment. At 3 intervals throughout the semester, students will write an Op/Ed blog style post of 450-550 words reacting to the readings for the week of their blog (readings for blog responses are marked with \* in the reading list). Each student will a blog entry for one of the three rounds of the Op/Ed project. In the rounds when it is not your turn to write a blog post for your team you will write at least 2 comments—one to a team member’s blog for that week and the second to another non-author team-member’s comment. This means that, in total, students will write one blog, at least 2 comments, and at least 2 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 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 questions about the readings and material from the first part of the semester.

## **FINAL TEST**

The final test will also be “take-home” style. It will 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.

**Overview of grade components**

**Assignment Schedule and Grading**

<b>Assignment</b>	<b>Due Date</b>	<b>Contribution to Grade</b>
Work Concepts Essay	Feb 5th	20%
Mid-Term Test	Feb 22nd	20%
Work in the New Economy Essay	March 19 <sup>th</sup>	20%
Blog Post:	Round 1: March 1st Round 2: March 8 Round 3: March 29	15%
Blog comments and responses:	Round 1: March 4/7 Round 2: March 11/14 Round 3: April 1/4	5%
Final Test	April 5th	20%

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

<i>Percentage</i>	<b>Letter Grade</b>	<b>Grade Point Value</b>	<i>Percentage</i>	<b>Letter Grade</b>	<b>Grade Point Value</b>
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 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 those papers. The terms that apply to the University's use of the *Turnitin.com* service are described on the *Turnitin.com* web site.

Turnitin software is embedded within Quercus and therefore all assignments submitted through Quercus may be subject to Turnitin review. If students prefer their work not be subject to Turnitin review, they must notify the instructor at least 48 hours **before** the assignment deadline to arrange an alternative submission through Quercus **AND** provide, along with their exams, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the work 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.

**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.

### ASSIGNMENT SUBMISSION AND DEADLINES

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 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. No work will not be accepted more than 2 weeks past the original due date.

### **EXTENSIONS**

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

### **DOCUMENTATION**

Medical notes will not be required; instead, students will need to declare their absence on ACORN on the day of the missed test or due date of assignment, and email the instructor (not the TA), directly. Students missing these for personal reasons are to contact their College registrar and have the college registrar email the instructor directly.

- In case of **illness**, students will need to declare their absence on ACORN on the day of the missed test or due date of assignment, and email the instructor (not the TA), directly.
- If a **personal or family crisis** prevents you from meeting a deadline, you are to contact their College registrar and have the college registrar email the instructor directly. 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 sent from either the registrar or the student's university of Toronto e-mail address directly to the instructor's university of Toronto e-mail address.
- **Letter from Accessibility Services**. This documentation is useful for ongoing medical issues that require special accommodation.

### **MISSING THE TESTS**

Should you miss a test for a documented reason, please notify me as soon as possible (**within three days of the test at the latest**). Please be sure that you have declared your absence on Acorn and/or contacted your college registrar, as appropriate, before contacting me about a make-up 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 and I may occasionally ask that you schedule a meeting to discuss an issue if I do not feel I can provide an adequate response over e-mail.

### OFFICE HOURS

My office hours are **Tuesdays 4pm-5pm or by appointment**. To ensure that students seeking privacy can find it, **students must reserve an appointment for an office hours meeting using the Calendar feature in Quercus**. 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 10 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](mailto:sharla.alegria@utoronto.ca)) so I can open additional slots or find an alternate 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 & Due Dates

*All assigned readings are available on Quercus.*

*\*Indicates readings for response in Op/Ed Blogs*

	<b>Class Meeting Date</b>	<b>Lecture Topic and Assigned Readings</b>	<b>Assignments and Events</b>
1	Jan. 11	<p><b>Welcome and Introductions</b></p> <ul style="list-style-type: none"> <li>• Peter Kaufman, “The Social Nature of Personal Choices.” <i>Everyday Sociology</i>  <a href="http://www.everydaysociologyblog.com/2014/12/the-social-nature-of-personal-choices.html">http://www.everydaysociologyblog.com/2014/12/the-social-nature-of-personal-choices.html</a></li> </ul>	
2	Jan. 18	<p><b>What is work and why do we do so much of it?</b></p> <ul style="list-style-type: none"> <li>• Selections from Weber, Max. 2007(1930). <i>The Protestant Ethic and the Spirit of Capitalism</i>. Routledge: London. (pg 13-20, and 122 (bottom)-124 (last full paragraph).</li> <li>• Karl Marx. Alienated Labor (In Wharton, Amy S. 2014. <i>Working in America: Continuity, Conflict, and Change in a New Economic Era (4<sup>th</sup> ed.)</i>. Paradigm Publishers Boulder, CO.)</li> <li>• Evan Stewart. “Alienation and Orange Juice: The Invisibility of Labor” <a href="https://thesocietypages.org/socimages/2013/10/06/resh-squeezed-orange-juice-and-the-invisibility-of-workers/">https://thesocietypages.org/socimages/2013/10/06/resh-squeezed-orange-juice-and-the-invisibility-of-workers/</a></li> </ul>	
3	Jan. 25	<p><b>Scientific Management, or why a McDonald’s burger is the same everywhere you go.</b></p> <ul style="list-style-type: none"> <li>• Frederick Taylor. “Fundamentals of Scientific Management” (In Wharton, Amy S. 2014. <i>Working in America: Continuity, Conflict, and Change in a New Economic Era (4<sup>th</sup> ed.)</i>. Paradigm Publishers Boulder, CO.)</li> <li>• Braverman, Harry. 1998. <i>Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century</i>. NYU Press. Chapter 3, pgs 49-58</li> <li>• *Leidner, Robin. 1993. <i>Fast Food, Fast Talk: Service Work and the Routinization of Everyday Life</i>. University of California Press. (In Wharton, Amy S. 2014. <i>Working in America: Continuity, Conflict, and Change in a New Economic Era (4<sup>th</sup> ed.)</i>. Paradigm Publishers Boulder, CO.)</li> </ul>	
4	Feb 1	<p><b>Emotional Labor</b></p> <ul style="list-style-type: none"> <li>• Arlie Hochschild. <i>The Managed Heart</i> (In Wharton, Amy S. 2014. <i>Working in America: Continuity, Conflict, and</i></li> </ul>	Work Concepts Essay Due Feb 5 <sup>th</sup>

	Class Meeting Date	Lecture Topic and Assigned Readings	Assignments and Events
		<p><i>Change in a New Economic Era (4<sup>th</sup> ed.)</i>. Paradigm Publishers Boulder, CO.)</p> <ul style="list-style-type: none"> <li>* Wingfield, Adia Harvey. 2010. “Are Some Emotions Marked Whites Only? Racialized Feeling Rules in Professional Workplaces.” <i>Social Problems</i> 57(2):251–68. doi: 10.1525/sp.2010.57.2.251.</li> </ul>	
5	Feb. 8	<p><b>Globalization</b></p> <ul style="list-style-type: none"> <li>Bhavani Arabandi. “Globalization, Flexibility and the New Workplace Culture in the United States and India” (In Wharton, Amy S. 2014. <i>Working in America: Continuity, Conflict, and Change in a New Economic Era (4<sup>th</sup> ed.)</i>. Paradigm Publishers Boulder, CO.)</li> <li>Joseph Stiglitz. “Globalism’s Discontents”. Reading #61 (In Grusky, David and Szonja Szelenyi. 2007. <i>The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender</i>. Westview Press: Boulder.)</li> </ul>	
6	Feb. 15	Reading Week: No Class	
7	Feb. 22	Mid-Term Test	
8	March 1  Op/Ed Project Round 1	<p><b>Work in the New Economy</b></p> <ul style="list-style-type: none"> <li>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 <i>Interrogating the New Economy: Restructuring Work in the 21st Century</i>, edited by P. Norene and M. P. Thomas. University of Toronto Press.</li> <li>Guy Standing. “The Precariat: The new Dangerous Class.” <a href="https://workingclassstudies.wordpress.com/2014/10/27/the-precariat-the-new-dangerous-class/">https://workingclassstudies.wordpress.com/2014/10/27/the-precariat-the-new-dangerous-class/</a></li> <li>*Jennifer M. Silva. “Young and Isolated.” <a href="https://workinprogress.oowsection.org/2013/06/27/jennifer-m-silva-on-being-young-and-isolated-in-a-world-of-dissapearing-jobs/">https://workinprogress.oowsection.org/2013/06/27/jennifer-m-silva-on-being-young-and-isolated-in-a-world-of-dissapearing-jobs/</a></li> </ul>	<p><b>Op/Ed Project:</b> -Blogs Due March 1 -Comments due March 4 -Comment Responses Due March 7 <b>(all by 11:59pm)</b></p>
9	March 8	<p><b>Family and Flexibility in the New Economy</b></p> <ul style="list-style-type: none"> <li>Vicki Smith. “Shiftwork in Multiple Time Zones.” (In Wharton, Amy S. 2014. <i>Working in America: Continuity,</i></li> </ul>	<p><b>Op/Ed Project:</b> -Blogs Due March 8</p>

	<b>Class Meeting Date</b>	<b>Lecture Topic and Assigned Readings</b>	<b>Assignments and Events</b>
	Op/Ed Project Round 2	<p><i>Conflict, and Change in a New Economic Era (4<sup>th</sup> ed.)</i>. Paradigm Publishers Boulder, CO.)</p> <ul style="list-style-type: none"> <li>• Allison Pugh. 2015. <i>The Tumbleweed Society</i>. New York, NY: Oxford. Chapter 3 “New Economy Winners and the Moral Wall”</li> <li>• *Kyla Walters and Joya Misra. 2015. “Hours as Rewards and Punishment: Scheduling Practices in Clothing Retail. <i>Work in Progress</i>. <a href="https://workinprogress.oowsection.org/2015/12/03/hours-as-rewards-punishment-scheduling-practices-in-clothing-retail/">https://workinprogress.oowsection.org/2015/12/03/hours-as-rewards-punishment-scheduling-practices-in-clothing-retail/</a></li> </ul>	<p>-Comments due March 11 -Comment Responses Due March 14 <b>(all by 11:59pm)</b></p>
10	March 15	<p><b>Gender Inequality at Work</b></p> <ul style="list-style-type: none"> <li>• 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.” <i>The ANNALS of the American Academy of Political and Social Science</i> 639(1):114–30.</li> <li>• *Paula England, Jonathan Bearak, Michelle Budig, and Melissa Hodges. 2017. “Which Women Pay a Higher Price for Motherhood?” <i>Work in Progress</i> <a href="https://workinprogress.oowsection.org/2017/03/09/which-women-pay-a-higher-price-for-motherhood/">https://workinprogress.oowsection.org/2017/03/09/which-women-pay-a-higher-price-for-motherhood/</a></li> <li>• Milkman, Ruth. 2020. “Old Wine in New Bottles: Gender and the Gig Economy” <i>Work in Progress</i> <a href="http://www.wipsociology.org/2020/10/15/old-wine-in-new-bottles-gender-and-the-gig-economy/">http://www.wipsociology.org/2020/10/15/old-wine-in-new-bottles-gender-and-the-gig-economy/</a></li> </ul>	<p><b>Work in the New Economy Essay Due March 19</b></p>
11	March 22	<p><b>Race and Racism</b></p> <ul style="list-style-type: none"> <li>• Castilla, Emilio. 2020. “How managers understand and apply merit in the workplace.” <i>Work in Progress</i> <a href="http://www.wipsociology.org/2020/06/23/how-managers-understand-and-apply-merit-in-the-workplace/#more-2192">http://www.wipsociology.org/2020/06/23/how-managers-understand-and-apply-merit-in-the-workplace/#more-2192</a></li> <li>• 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. <a href="https://hbr.org/2017/10/hiring-discrimination-against-black-americans-hasnt-declined-in-25-years">https://hbr.org/2017/10/hiring-discrimination-against-black-americans-hasnt-declined-in-25-years</a></li> </ul>	

	<b>Class Meeting Date</b>	<b>Lecture Topic and Assigned Readings</b>	<b>Assignments and Events</b>
12	March 29  Op/Ed Project Round 3	<p><b>Technology and the Future of work</b></p> <ul style="list-style-type: none"> <li>• Don, Pittis. 2017. “Driverless Trucks Are Coming to Canada and the Impact Will Be Profound.” CBC. Retrieved November 4, 2019 (<a href="https://www.cbc.ca/news/business/autonomous-trucks-economy-1.4403057">https://www.cbc.ca/news/business/autonomous-trucks-economy-1.4403057</a>).</li> <li>• Ben Shestakofky, “Automation and the Future of Work: A View from Inside a Tech Start-up” <i>Work in Progress</i> <a href="http://www.wipsociology.org/2018/11/13/automation-and-the-future-of-work-a-view-from-inside-a-tech-startup/#more-901">http://www.wipsociology.org/2018/11/13/automation-and-the-future-of-work-a-view-from-inside-a-tech-startup/#more-901</a></li> <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> </ul>	<p><b>Op/Ed Project:</b></p> <ul style="list-style-type: none"> <li>-Blogs Due March 29</li> <li>-Comments due April 1</li> <li>-Comment Responses Due April 4</li> </ul> <p><b>(all by 11:59pm)</b></p>
13	April 5	Final Test	

**Final Tests will be returned to students via Quercus**

**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*.