

Bodies at Work: Politics, Science, Law & Occupational Health

Labour Studies 780

Winter 2020

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OFFICE HOURS: by appointment

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Table of Contents

Course Description.....	2
Course Learning Objectives	2
Required Materials and Texts.....	2
Course Evaluation Breakdown.....	3
Weekly Course Schedule and Required Readings	3
Week 1 / January 10 Introduction.....	3
Week 2 / January 17 A Political Economy Lens.....	3
[Note: Presentation sign-up sheet today].....	3
Week 3 / January 24 Global Perspectives	4
Week 4 / January 31 Minds at Work	4
Week 5 / February 7 The Blame Game.....	4
Week 6 / February 14 Regulating Risks	5
Week 7 / February 17-21 – Mid-Term Recess – No Class or Readings	5
Week 8 / February 28 Regulating Bodies and Minds	5
Week 9 / March 6 Constructing Scientific Knowledge.....	5
[Note: Short essay outline due today].....	5
Week 10 / March 13 The Politics of Disease Recognition	6
Week 11 / March 20 Sex and Gender	6
Week 12 / March 27 racialization and (Im)migration	7
Week 13 / April 3 The Future	7
Course Policies.....	7
Submission of Assignments	7
Grades	7
Late Assignments	8
Avenue to Learn.....	8
Academic Dishonesty:.....	8

Department/University Policies:	8
Code of Conduct:	8
Computer Use:	9
Course Modifications:	9
Email Communication Policy of the Faculty of Social Sciences:	9
Evaluations (Online):	9
Student Accessibility Services:	9
Location: MUSC – B107 Contact: 905-525-9140 extension: 28652	9
McMaster University Policy on Academic Accommodation of Students with Disabilities & McMaster University Anti-Discrimination Policy	9
Student Success Centre: GH-110 905-525-9140 x24254	10
Student Wellness Centre: PGCLL - 210 905-525-9140 x27700	10

Course Description

This course draws on interdisciplinary literature to investigate the current state of work and health in Canada and around the world. It will begin by developing a theoretical understanding of the political economy of work and health. Readings and discussions in the following sections will examine topics such as the embodiment of gendered, racialized and other forms of labour market inequality; the regulation of injured bodies (and minds) and role of the medico-legal system; and the impact of work injury and disease over the life course, and across generations and communities.

Course Learning Objectives

In this course students will:

- Develop an in-depth understanding of the main theories and debates in work and health in Canada and globally.
- Identify and critically evaluate scholarship in the field of work and health.
- Apply concepts and ideas learned in class in the writing of a major essay.
- Strengthen oral communication skills through class discussions and presentations.

Required Materials and Texts

Readings: All readings are available on Avenue to Learn.

Course Evaluation Breakdown

Participation 25%

Students are expected to read all class materials and engage in discussions during class that demonstrate reflection on and a grasp of the materials. The quality of interventions is more important than their frequency.

Presentations 2 x 15%

Each student will make two presentations in which they will critically discuss articles from the week's readings as well as introduce a related concept or idea from an additional reading to be chosen by the student. After the presentation, the student will lead a class discussion. Evaluation will be based on a) ability to summarize readings; b) relevance and interest of new concept or idea; c) quality of presentation; d) ability to lead a class discussion (e.g. appropriateness of questions). A sign-up sheet will be distributed during Week 2.

Essay: Anatomy of a Case 45%

Drawing on class materials and additional literature, students will "dissect" a health and safety disaster or injury or illness case (15-20 pages double spaced). The purpose of the essay is to analyse rather than describe. This means that students should develop a thesis in relation to their topic and present evidence in support of their thesis. A short essay outline is due on March 6. Essays are due in class in hard copy on April 3rd. Late essays should be emailed to the instructor (please note the late policy below).

Weekly Course Schedule and Required Readings

Week 1 / January 10 Introduction

- Harvey, D. 1998. The body as an accumulation strategy. *Environment and Planning D: Society and Space*. 16(4): 401-421.
- Bellaby P. 1999. Docile bodies. The making of the worker. In: *Sick from work: The body in employment*. Chapter 3.

Week 2 / January 17 A Political Economy Lens

- Healy, T. 2018. Labouring bodies in the global economy. *Structural Violence and Occupational Health*. In *Global Health and Security. Critical Feminist Perspectives* (O'Manique and Fourie Eds). New York: Routledge. Chapter 10.
- Quinlan M. 2016. Precarity and workplace well-being: A general review. *Safety or Profit?* Pages 17-31.
- Zuberi, D. 2013. "Stuff gets missed". An introduction to a growing health care

crisis. In: *Cleaning Up. How Hospital Outsourcing is Hurting Workers and Endangering Patients*. Cornell University Press. Chapter 1 (pages 1-18).

- Weber, L. and Hilfinger Messias D.K. 2012. Mississippi front-line recovery work after Hurricane Katrina: An analysis of the intersections of gender, race and class in advocacy, power relations, and health. *Social Science and Medicine*, 74: 1833-1841.

Note: Presentation sign-up sheet today

Week 3 / January 24 Global Perspectives

- Mezzadri A. 2015. Garment sweatshop regimes: The informalisation of social responsibility over health and safety provisions. Working Paper 30/15. Centre for Development Policy and Research, University of London. Pages 1-16.
- Prentice, R. 2018. Precarious bodies: Occupational risk assemblages in Bolivia and Trinidad. *Global Labour Journal*. 9(1): 41-56.
- Liu, W. 2015. The embodied crises of neoliberal globalization: the lives and narratives of Filipina migrant domestic workers. *Women's Studies International Forum*, 50: 80-88.
- Ruff, K. 2017. How Canada changed from exporting asbestos to banning asbestos: The challenges that had to be overcome. *International Journal of Environmental Research and Public Health*. 14: 1-9.

Week 4 / January 31 Minds at Work

- Andrews BK, Karcz S, Rosenberg B. 2008. Hooked on a feeling: emotional labor as an occupational hazard of the post-industrial age. *New Solutions*, 18: 245-255.
- Lippel K. 2011. Law, public policy and mental health in the workplace. *HealthCare Papers*. 11(sp): 20-37.
- Milloy J. 2017. *Blood, Sweat and Fear. Violence at Work in the North American Auto Industry, 1960-80*. Vancouver: UBC Press. Pages 156-171.
- Brophy, J.T., Keith, M.M., Hurley, M. 2018. Assaulted and unheard. Violence against healthcare staff. *New Solutions*. 27(4): 581-606.

Week 5 / February 7 The Blame Game

- Barab, J. 2006. Acts of God, acts of men: The invisibility of workplace death. In *Worker safety under siege: labor, capital, and the politics of workplace safety in a deregulated world* (Mogensen V. ed). Pages 3-16
- Barnetson B. and Foster J. 2012. Bloody lucky: The careless worker myth in Alberta, Canada. *International Journal of Occupational and Environmental Health*. 18(2): 135-146.

- Premji, S. 2019. Discourse on culture in research on immigrant and migrant workers' health. *American Journal of Industrial Medicine*. 62(6): 460-470.
- Quintner, J.L. 1995. The Australian RSI debate: stereotyping and medicine. *Disability and Rehabilitation*. 17(5): 256-262.
- Quinlan M., Mayhew C., and Johnstone R. 2006. Trucking tragedies: The hidden disaster of mass death in the long-haul road transport industry. In *Working disasters. The politics of recognition and response* (Eric Tucker Ed). Baywood Publishing. Chapter 2 (pages 19-64).

Week 6 / February 14 Regulating Risks

- Smith D. 2000. The health and safety movement and the coming of the three Rs. In: *Consulted to death. How Canada's workplace health and safety system fails workers*. Pages 29-43.
- Lewchuk W. 2013. The limits of voice: Are workers afraid to express their health and safety rights? *Osgoode Hall Law Journal*. Pages: 789-812.
- Varma R. and Varma D.R. 2005. The Bhopal disaster of 1984. *Bulleting of Science, Technology & Society*. 25(1): 37-45.
- Glasbeek and Tucker. 1993. Death by consensus: The Westray story. *New Solutions*. 3(4): 14-41.

Week 7 / February 21 Mid-Term recess (Feb. 17-21) ~There are no readings for this week~

Week 8 / February 28 Regulating Bodies and Minds

- MacEachen E, Kosny A., Ferrier S, and Chambers L. 2010. The "toxic dose" of system problems: why some injured workers don't return to work as expected. *Journal of Occupational Rehabilitation*. 20: 349-366.
- Castillo C.G. 2018. What the doctors don't see: physicians as gatekeepers, injured Latino immigrants, and workers' compensation system. *Anthropology of Work Review*. 39(2): 94-104.
- Richards, A. 2017. Where did they go? Scoping the ability to track social assistance outcomes for injured workers. Toronto. *Injured Workers Consultants*. Pages 1-38.
- Storey R. 2017. Beyond the body count? Injured Workers in the Aftermath of Deindustrialization. In *The Deindustrialized World: Confronting Ruination in Postindustrial Places* (Steven High et al. Ed). Vancouver. Pages 46-67.

Week 9 / March 6 Constructing Scientific Knowledge

- Messing, K. 1998. *One-Eyed Science. Occupational Health and Women Workers*. Temple University Press. Chapter 6 (Constructing Scientific

Knowledge) pages 72-84.

- Premji S, Messing K, Lippel K. 2008. Would a “one-handed” scientist lack rigor? How scientists discuss the work-relatedness of musculoskeletal disorders in formal and informal communications. *American Journal of Industrial Medicine*. 51: 173-185.
- Brophy, J. and Keith, M. 2011. Barriers to the recognition of occupationally related cancers. *Journal of Risk and Governance*. 2(1):5-25.
- Christopher Sellers. 1997. *Hazards of the Job: From Industrial Disease to Environmental Health Science*. Chapel Hill. Chapter 6 (The Environmental Turn) Pages 187-225.

Note: Short essay outline due today

Week 10 / March 13 The Politics of Disease Recognition

- Jaye C. and Fitzgerald R. 2010. The lived economy of occupational overuse syndrome among New Zealand workers. *Sociology of Health and Illness*. 32(7): 1010-25.
- Mogensen V. 2003. The slow rise and sudden fall of OSHA’s Ergonomics Standard. *WorkingUSA*. 7(2): 54-75.
- Lippel K. 2018. Occupational Disease Recognition. The Science and Politics in Workers’ Compensation. In *Sick and Tired: Health and Safety Inequalities*. (Premji S. Ed.). Fernwood Publishing. Chapter 5, pages 65-78.
- Kramer, D., McMillan K., Gross, E., Kone Peyoyo AJ, Bradley M, Holness, DJ. 2015. From awareness to action: The community of Sarnia mobilizes to protect its workers from occupational disease. *New Solutions*. 25(3): 377-410.

Week 11 / March 20 Sex and Gender

- Artazcoz L, Cortes-Franch I. and Escriba-Aguir V. 2016. Gender, work and health: a step forward in women’s occupational health In: *Handbook on Gender and Health* (Gideon J. ed). (Chapter 10) Pages 165-188.
- Wolkowitz, C., Cohen RL, Sanders T and Hardy K. 2013. Body/Sex/Work. Intimate, embodied and sexualized labour. Pages 3-27.
- Derickson A. 2014. Sleep is for sissies: elite males as paragons of wakefulness (chapter 1) In: *Dangerously sleepy: overworked Americans and the cult of manly wakefulness*. Pages 1-26.
- Calvet, B., Riel, J., Couture V and Messing K. 2012. Work organisation and gender among hospital cleaners in Quebec after the merger of ‘light’ and ‘heavy’ work classifications. *Journal of Ergonomics*. 22(2): 160-172.

Week 12 / March 27 Racialization and (Im)migration

- Premji, S. Shakya, Y. 2017. Pathways Between Under/Unemployment and Health Among Racialized Immigrant Women in Toronto. *Ethnicity and Health*, 22(1): 17-35.
- Access Alliance. 2011. Research Bulletin #3. Neighbourhood, Discrimination and Health: Critical Perspectives of Racialized Residents from the Black Creek Area.
- Stuesse A. 2018. When they're done with you: Legal violence and structural vulnerability among injured immigrant poultry workers. *Anthropology of Work Review*. 39(2): 79-93. Toronto: Access Alliance.
- Hill, N.S. et al. Occupational health and safety for migrant domestic workers in Canada: Dimensions of (Im)mobility. 2019. *New Solutions*. Published online August 9.

Week 13 / April 3 The Future

- International Labour Organization. 2019. Safety and Health at the Heart of the Future of Work. Building on 100 years of experience. Geneva. Pages 29-57.

Course Policies

Submission of Assignments

The essay should be submitted in class in hard copy.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Late assignments will be penalized 5% per day, including Saturdays and Sundays. The instructor will permit extensions for exceptional circumstances only.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Academic Dishonesty:

<http://www.mcmaster.ca/academicintegrity/students/index.html>

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Department/University Policies:

Labour Studies staff does not date-stamp assignments, nor do they monitor the submission or return of student papers. All papers should be submitted/returned in-class, in tutorials or during Professor/TA office hours. Instructors who utilize Avenue to Learn will provide instructions on that preference.

Code of Conduct:

<http://studentaffairs.mcmaster.ca>

"McMaster University is a community dedicated to furthering learning, intellectual inquiry, the dissemination of knowledge and personal and professional development. Membership in this community implies acceptance of the principle of mutual respect for

the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study work and live within it.”

Computer Use:

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

Course Modifications:

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email AND Avenue to Learn regularly during the term to note any changes.

Email Communication Policy of the Faculty of Social Sciences:

All e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own **McMaster University e-mail account**. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor/TA receives a communication from an alternate address, the instructor may not reply at his or her discretion. **Please always include student name, ID, course # in messages.**

Evaluations (Online): A link will be sent before the end of classes.

These help faculty and the School of Labour Studies to meet our goal of continually improving teaching effectiveness. All students in the course are invited and encouraged to complete the evaluation.

Student Accessibility Services: <http://sas.mcmaster.ca/>

Location: MUSC – B107 Contact: 905-525-9140 extension: 28652

NOTE: Disclosure of disability-related information is personal and confidential.

Student Accessibility Services offers various supports for students with disabilities. We work with full time and part time students. SAS provides or assists students with their academic and disability-related needs, including: Learning Strategies, Assistive Technologies, Test & Exam Administration, Note-Taking Programs, and Classroom Accommodations. *Please inform the instructor if there are disability needs that are not being met.

McMaster University Policy on Academic Accommodation of Students with Disabilities & McMaster University Anti-Discrimination Policy

- <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

Student Success Centre: <http://studentsuccess.mcmaster.ca/>

Location: GH-110 905-525-9140 x24254

Some services include: student orientation, academic skills, volunteerism, educational planning, employment and career transition. Writing Support:

<http://studentsuccess.mcmaster.ca/students/academic-skills/writing-support-services.html>

Student Wellness Centre: <http://wellness.mcmaster.ca/>

Location: PGCLL - 210 905-525-9140 x27700

Provides services in: Personal and Psychological Counselling, Mental Health Support, Medical and Health Services.