

**Spring Semester 2022**

## **Labour Studies 3L03, Labour Policy and Advocacy**

**Instructor: Carrie Sinkowski**

**Email: sinkowcr@mcmaster.ca**

**Class location: PGCLL\_B131**

**Office hours: by appointment**

**Lecture: Monday and Wednesday 1130-220/1130-1420**

### **Course Description**

This course explores the ways that governments shape and regulate the labour market, the workplace and the lives of workers, and the ways that workers organize collectively to advocate for policy change(s). Issues explored include un/employment insurance, social assistance, job creation and industrial policy, employment standards, immigration, and other related topics.

### **Course Learning Objectives**

Expected learning outcomes include:

Argue the gendered and racialized effects of work and government policy; increased awareness of intersectionality; the ability to clearly communicate a well supported argument orally and in written form; and a deepened awareness of historical and contemporary relationships between workers and government.

### **Course Approach**

This course will use a variety of teaching and learning tools including, lectures, class discussions, presentations, group work and related media. Students will be expected to consult the course outline, as well as the class website on Avenue to Learn (ATL) weekly for class updates and to access course materials. Students will be expected to complete the required readings prior to class and to come to each class prepared with questions and comments on the assigned materials. There are three writing assignments to provide an opportunity to strengthen and expand your thoughts on the connections between workers and government legislation.

### **Required Materials and Texts**

1. **Scarborough** by Catherine Hernandez - (2017) – short listed selection for CBC Canada Reads 2022

Available at the campus bookstore or via other booksellers such as King West Books in Westdale ([www.kingwestbooks.com](http://www.kingwestbooks.com)), Indigo Books, Firefly and Fox Books in Simcoe ([www.fireflyandfox.com](http://www.fireflyandfox.com))

2. All other course materials are available electronically through the library system, JSTOR, or posted on Avenue to Learn (ATL).

**Note:** No in person class on May 11<sup>th</sup> – please see syllabus for alternative class instructions

**COURSE ASSIGNMENTS AND GRADE COMPOSITION are listed AFTER THE CLASS SCHEDULE**

Please remember to take your time when reading the articles.

Pace yourself with the readings to incorporate time for self reflection.

Be an active reader.

Consider how policies are gendered, racialized, and classed.

Read using an anti-oppressive, anti-racism, decolonizing lens.

## Class 1: May 2: Intro and Intersectionality

Fuller, S., & Vosko, L. F. (2008). Temporary Employment and Social Inequality in Canada: Exploring Intersections of Gender, Race and Immigration Status. *Social Indicators Research*, 88(1), 31–50. <http://www.jstor.org/stable/27734685>

[The urgency of intersectionality | Kimberlé Crenshaw - YouTube](#)

## Class 2: May 4:

### A. Social Determinants of Health

Braveman, P., & Gottlieb, L. (2014). The Social Determinants of Health: It's Time to Consider the Causes of the Causes. *Public Health Reports (1974-)*, 129, 19–31. <http://www.jstor.org/stable/23646782>

Salami, B., Meharali, S., & Salami, A. (2015). The health of temporary foreign workers in Canada: A scoping review. *Canadian Journal of Public Health / Revue Canadienne de Santé Publique*, 106(8), e546–e554. <http://www.jstor.org/stable/90006166>

### B. Case Study: Community Legal Clinics: Policy and Advocacy

**Guest Speaker: Lenny Abramowicz, Executive Director of the Association of Community Legal Clinics of Ontario**

## Class 3: May 9: Organized labour and government

Yates, C. A. B. (2011). Organizing Women in the Spaces between Home, Work and Community. *Relations Industrielles / Industrial Relations*, 66(4), 585–603. <http://www.jstor.org/stable/23078400>

Butovsky, J., & Smith, M. E. G. (2007). Beyond Social Unionism: Farm Workers in Ontario and Some Lessons from Labour History. *Labour / Le Travail*, 59, 69–97. <http://www.jstor.org/stable/25149755>

Cunningham, I., Baines, D., & Shields, J. (2017). “You’ve Just Cursed Us”: Precarity, Austerity and Worker’s Participation in the Non-Profit Social Services. *Relations Industrielles / Industrial Relations*, 72(2), 370–393. <http://www.jstor.org/stable/26301316>

## Class 4: May 11: No in person class – assignment in lieu of class

1. Log into Mills Library
2. Search databases for National Film Board of Canada
3. Search for the film: “El Contrato” directed by Min Sook Lee
4. View the film (51 minutes) and then complete the below assignment

While viewing the film, please take notes on the various ways that various government policies inform and shape the experiences of the workers employed through the Seasonal Agricultural Workers program (SAWP). Also note how various aspects of their experiences impact the Social Determinants of the Health (SDOH). How does race, class, gender, and home country politics-governments intersect with the experiences of SAWP workers.

Using these notes please write a 4-5 page reflection on the film. Please use 12 pt font, double space, include your name and student number. **NO** title page. Please use 2 outside academic resources. Referencing style of your choice.

Notes:

### **Assignment due on May 18<sup>th</sup> by midnight via ATL**

## Class 5: May 16<sup>th</sup>: Workers with precarious status

Preibisch, K. L. (2004). Migrant Agricultural Workers And Processes Of Social Inclusion In Rural Canada: Encuentros And Desencuentros. *Canadian Journal of Latin American and Caribbean Studies / Revue Canadienne Des Études Latino-Américaines et Caraïbes*, 29(57/58), 203–239.

<http://www.jstor.org/stable/41800632>

Banerjee, R., Kelly, P., Tungohan, E., Cleto, P., Leon, C. D., Garcia, M., Luciano, M., Palmaria, C., & Sorio, C. (2018). From “Migrant” To “Citizen”: Labor Market Integration Of Former Live-In Caregivers In Canada. *ILR Review*, 71(4), 908–936. <https://www.jstor.org/stable/26956861>

[Undocumented Migrants in Canada: A scope literature review on health, access to services, and working conditions - PMC \(nih.gov\)](#)

van der Meulen, E. (2012). When Sex is Work: Organizing for Labour Rights and Protections. *Labour / Le Travail*, 69, 147–167. <http://www.jstor.org/stable/24243929>

## Class 6: May 18: WSIB Injured Workers

### **Guest Speaker: Sang-Hun Mun organizer with Injured Workers from IAVGO**

Fergal T. O'Hagan, Peri J. Ballantyne, & Pat Vienneau. (2012). Mental Health Status of Ontario Injured Workers with Permanent Impairments. *Canadian Journal of Public Health / Revue Canadienne de Santé Publique*, 103(4), e303–e308. <http://www.jstor.org/stable/canajpublhealth.103.4.e303>

Storey, R. (2009). From Invisibility to Equality? Women Workers and the Gendering of Workers' Compensation in Ontario, 1900-2005. *Labour / Le Travail*, 64, 75–106. <http://www.jstor.org/stable/40650140>

### **Note: Film Reflection due by midnight via ATL**

## Class 7: May 23<sup>rd</sup> – Stat Holiday – No class

## Class 8: May 25: Indian Act and Decolonizing Canada

[21 things you may not know about the Indian Act | CBC News](#)

[S2: The Indian Act | The Secret Life of Canada | CBC Podcasts | CBC Listen](#)

Madden, B., Higgins, M., & Korteweg, L. (2013). “Role models can't just be on posters”: Re/membering Barriers to Indigenous Community Engagement. *Canadian Journal of Education / Revue Canadienne de l'éducation*, 36(2), 212–247. <http://www.jstor.org/stable/canajeducrevucan.36.2.212>

Burke, S. (2018). Supporting Indigenous Social Workers In Front-Line Practice. *Canadian Social Work Review / Revue Canadienne de Service Social*, 35(1), 5–26. <https://www.jstor.org/stable/26593189>

## Class 9: May 30: ESA and Human Rights

Grundy, J., Noack, A. M., Vosko, L. F., Casey, R., & Hii, R. (2017). Enforcement of Ontario's Employment Standards Act: The Impact of Reforms. *Canadian Public Policy / Analyse de Politiques*, 43(3), 190–201. <https://www.jstor.org/stable/90013983>

Collins, S. B., & Cranmer-Byng, S. (2018). “Things I Cannot Change”: Moral Distress in the Implementation of Ontario Works. *Canadian Social Work Review / Revue Canadienne de Service Social*, 35(2), 5–24. <https://www.jstor.org/stable/26773470>

Mulé, N. J. (2018). Human Rights Questioned: A Queer Perspective. *Canadian Social Work Review / Revue Canadienne de Service Social*, 35(1), 139–146. <https://www.jstor.org/stable/26593196>

### **Note: Scarborough Reflection due via ATL by midnight**

## Class 10: June 6: State and workers

Yates, C., Sweeney, B. A., & Mordue, G. D. (2017). Introduction: Public Policy and Canada's Automotive Industry. *Canadian Public Policy / Analyse de Politiques*, 43(S1), Siii-Svi.

<https://www.jstor.org/stable/90000007>

Yee, J. Y., Hackbusch, C., & Wong, H. (2015). An Anti-Oppression (AO) Framework for Child Welfare in Ontario, Canada: Possibilities for Systemic Change. *The British Journal of Social Work*, 45(2), 474–492.

<http://www.jstor.org/stable/43687845>

Doucet, A., Mathieu, S., & McKay, L. (2020). Reconceptualizing Parental Leave Benefits in COVID-19 Canada: From Employment Policy to Care and Social Protection Policy. *Canadian Public Policy / Analyse de Politiques*, 46(S3), S272–S286. <https://www.jstor.org/stable/27033471>

## Class 11: June 8: Resistance

hooks, b. (1986). Talking Back. *Discourse*, 8, 123–128. <http://www.jstor.org/stable/44000276>

Ng, W. (2009). PMP Stands for “Politicize, Mobilize, and Power”: Priority # 8: Integrate Unemployed Workers (Union and Non-Union) into the Fightback. *Labour / Le Travail*, 64, 164–167.

<http://www.jstor.org/stable/40650150>

Ng, W., & Khan, S. (2012). THE YEAR OF THE OCCUPY MOVEMENT: Imperfect Yet Powerful Acts of Love. *Canadian Social Work Review / Revue Canadienne de Service Social*, 29(2), 267–273.

<http://www.jstor.org/stable/43486284>

[bell hooks & john a. powell: Belonging Through Connection \(Othering & Belonging Conference 2015\) - YouTube](#)

**Note: Policy Research Paper due Jun 10<sup>th</sup> via ATL by midnight**

## Class 12: June 13: Presentations

## Class 13: June 15: Presentations

## Assignments:

Assignment	Percentage	Due date
<p><b>Reflection paper on the novel “Scarborough”</b></p> <p>See details in syllabus and on ATL</p> <p>Rubric posted on ATL</p>	25	May 30th by midnight via ATL
<p><b>Reflection 1: Film</b></p> <p>See details in the syllabus and posted on ATL</p> <p>Rubric posted on ATL</p>	20	May 18th by midnight via ATL  <b>(you have time on May 11<sup>th</sup> in lieu of class to complete this assignment)</b>
<p><b>Policy Research Paper</b></p> <p>This includes a presentation to your classmates during the last week of class.</p> <p>See details in the syllabus and posted on ATL</p>	35  (paper is 25% and presentation is 10%)	June 10
<p><b>Participation</b></p> <p>See rubric in syllabus and also posted on ATL</p>	20	Ongoing

## Course Assignments

### Participation: 20%

This mark will be based on a variety of factors – please see rubric below and posted on ATL:

1. Attending class
2. Being prepared - completing the readings
3. Reflecting on the readings
4. Demonstrating knowledge in discussion
5. Participating in class discussions
6. **At the end of each class, please submit to my email, one thing you have learned or a comment or reflection about the topic.**

### 1. “Scarborough” Reflection Paper: 25%

Like Art, books are very subjective both in terms of appreciation, and reflection. For some, books are a mirror of our world in words, while others feel books connect us to our humanity and offer a visceral experience.

I would like you to read the novel, “Scarborough’ by Catherine Hernandez. It was shortlisted for the CBC Canada Reads 2022. It captures the stories of families in one neighbourhood in Scarborough. I would like you to consider the intersections of policies and people’s lived experiences, as both paid and unpaid workers. Utilize an antioppressive, anti-racism, and decolonizing lens when reading the book.

You do not have to include outside sources, but you are free to include additional resources if it is useful for your reflection.

Please create a **4-6 page** reflection paper.

12 point font. Double space. Student number and name. No title page. Referencing style is your choice. Submit via ATL in the assigned folder. (rubric will be posted on ATL) . **Due by midnight May 30<sup>th</sup>** .

Consider the following questions when crafting your reflection, but please do not limit yourself to this list:

1. Was there a character you connected with?
2. Does this book connect to your lived experience? Your work experiences? The experiences of those you know?
3. How do race, class, colonialism, immigration, and sexuality intersect in this book?
4. How does this book connect to the scope of this course and the relationship between workers, both paid and unpaid, and government or workplace policies?
5. Were there interruptions to power structures or resistance to power structures? Were there missed opportunities for resistance?



6. Are there other connections in this book to other labour studies courses, or courses you have completed in other disciplines?

Suggested external sources – these contain spoilers. They do not contain enough information to substitute reading the book:

I strongly suggest – after completing the book – to listen to the first interview:

[Catherine Hernandez reflects on how race, class and community inspired her Canada Reads novel Scarborough | CBC Books](#)

[Scarborough is a beautiful movie, if you're willing to give it a chance | CBC News](#)

[Canada Reads 2022: Get to know Scarborough | Canada Reads | Live Radio | CBC Listen](#)

[Scarborough by Catherine Hernandez | CBC Books](#)

## 2. Reflection on the film: El Contrato – 20%

1. No in person class on May 11
2. Please see film assignment instructions below
3. It is due by midnight on **May 18<sup>th</sup>** via ATL
4. Log into Mills Library
5. Search databases for National Film Board of Canada
6. Search for the film: “El Contrato” directed by Min Sook Lee
7. View the film (51 minutes) and then complete the below assignment

While viewing the film, please take notes on the various ways that various government policies inform and shape the experiences of the workers employed through the Seasonal Agricultural Workers program (SAWP). Also note how various aspects of their experiences impact the Social Determinants of the Health (SDOH) as discussed in the second class. How does race, class, gender, and home country politics-governments intersect with the experiences of SAWP workers.

Using these notes please write a 4-5 page reflection on the film. Please use 12 pt font, double space, include your name and student number. **NO** title page. Referencing style of your choice. Please use **two** academic resources.

**Assignment due on May 18<sup>th</sup> by midnight via ATL**

### **3. Policy Research Paper and Presentation: 35% combined**

#### **Part 1: Paper (25%)**

In lieu of a midterm or an exam, you will complete a research paper, which should be between **five and eight (5-8)** double spaced pages (**1500-2000**) Explore the course syllabus, though you are not limited to it, and research a government policy related to workers.

1. How does this policy impact workers?
2. Who created this policy – such as government in power, discussions, time period, amendments?
3. What are ways workers can interrupt this policy?
4. How does this policy intersect with other policies?
5. How could this policy become more worker friendly?

Consider how intersectionality and policies shape the experiences of workers. You are expected to incorporate course materials and a minimum of **4-8** external academic resources. All materials must be properly referenced in your chosen documentation style.

You are required to submit **by June 10<sup>th</sup> by midnight via ATL**. Email submissions will not be accepted. NO title page. Please include your name, student number. 12 pt font. Double spaced. All electronic submissions must be in Word, or PDF format. (rubric will be posted on ATL)

#### **Part 2: Presentation (10%)**

Papers will be presented during the last week of class. Please prepare a presentation that is 5 minutes long. You may include multimedia such as a PowerPoint. Please prepare two discussion questions to share with your classmates, and facilitate a discussion.

#### **Communication with Instructor:**

I will check my email once a day excluding weekends. I will return all emails within one business day. Please email me if you would like to meet via zoom to discuss any assignments or course materials.

[sinkowcr@mcmaster.ca](mailto:sinkowcr@mcmaster.ca)

## Course Policies

### Submission of Assignments

Assignments must be submitted electronically through ATL by midnight the day it is due

All assignments must be typed. Double Spaced. 12 point font. Include your name and student number. No title pages.

If you require an extension, please email me before the assignment is due. **Late assignments will lose 5% a day.**

### Grades

Grades will be based on the McMaster University grading scale

### Late Assignments

Late assignments will only be accepted in extenuating circumstances, for example, when students have followed the requirements to report their absences: see to Absence Reporting below. Students who foresee problems with a specific deadline or deadlines in general should email me, and we can negotiate deadlines. **Late assignments will lose 5% a day.**

### Turnitin

In this course we will be using Turnitin on ATL. 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. All students must submit their work electronically to Turnitin.com so that it can be checked for academic dishonesty. To see the Turnitin.com Policy, please to go [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

**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/StudentsAcademicStudies/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. Plagiarism also includes sloppy and inadequate referencing.**
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

**Absence Reporting:**

<http://www.mcmaster.ca/msaf/> On-line self-reporting tool – illness lasting less than 3 days. Can only be used once per term. Instructors are not allowed to accept medical notes! These must be submitted to your Faculty office. In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. Please also communicate with the course instructor.

**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 intel

ectual 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 (if used by instructor) 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.

**Emails will be returned within one business day.**

**Evaluations (Online):**

<http://evals.mcmaster.ca>, and log in via MACID.

These help faculty and the School of Labour Studies to meet our goal of continually improving

**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/AcademicAccommodationStudentsWithDisabilities.pdf>

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

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/academicskills/writing-support-services.html>

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

PGCLL - 210 905-525-9140 x27700

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

## Rubric: Participation (20%)

<b>(20%) GRADE /20</b>	<b>ATTENDANCE (5%)</b>	<b>DISCUSSION (5%)</b>	<b>PREPARATION (5%)</b>	<b>Emailed Participation (5%)</b>
A to A+ (17-20) EXCELLENT	Always	Leads Discussion; Offers Original Analysis and comments, always has ideas on themes; takes care not to dominate; not afraid to ask questions when something is puzzling	Clearly has done readings and prepared for the topic; intelligently uses this understanding in the discussion	Emails a comment, reflection or question on the topic for every class
B to A- (15-16) VERY GOOD	Almost Always	Thoughtful comments; willing and able to contributor; willing to take a stab at articulating the theme; asks questions	Has done most of the preparation; provides competent analysis of the issue when prompted	Almost every class
C+ to B (13-14) GOOD	Frequent	Has basic grasp of key concepts; arguments are sporadic and at times incomplete or poorly supported; unwilling to ask questions	Displays familiarity with the issues but tends not to analyze them or to relate them to course material	Frequently
D-C (10-12) FAIR	Occasional	Remarks marred by misunderstandings of key concepts; often digresses in unhelpful ways; sporadic	Actual knowledge of material is outweighed by improvised comments and remarks	Occasionally
F (0-7.5) POOR	Rare	Rarely speaks; parrots text or comments of others	Little to no apparent familiarity with topic and material	Rarely