

## Theorizing Work, Home and Society WS710E Fall - 2016

Instructor: Dr. Suzanne Mills  
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Office hours: by appointment  
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Labour Studies: <http://www.labourstudies.mcmaster.ca/>

Class meeting time:  
Tuesday 5:30-8:30pm  
Location: KTH 709

### Course description

This course provides an introduction to social theory relevant to labour studies scholarship. The aim of this course is for students to critically examine different theoretical perspectives on social inequality and political change. The course therefore provides a sampling of theoretical approaches that are influenced by, and/or stem from, important social struggles in the 20<sup>th</sup> century. Approaches examined will vary year to year. By adopting a broad approach, we will challenge the historical parameters of what constitutes labour studies theory.

### Course materials

Two books are required for the course:

Roediger, David 2007. The Wages of Whiteness: Race and the Making of the American Working Class. 2<sup>nd</sup>ed. New York, NY: Verso.  
Chapters 1 (3-17), 4 (65-92), 7 (133-156).

Memmi, Albert 1965. The Colonizer and the Colonized. New York, NY: The Orion Press.

They may be purchased at Bryan Prince Booksellers 1060 King St. West, Hamilton  
Information on obtaining the remaining readings will be provided in class.

Formal evaluation	% of final grade	Due date
1. Participation	30%	in class
2. Moderation	20%	TBD (assigned in class)
3. Literature review proposal	10%	Oct. 18 <sup>th</sup> 5:30pm
4. Literature review	30%	Nov. 29 <sup>th</sup> 5:30pm
5. Paper presentation	10%	Dec. 6 <sup>th</sup> 5:30pm

## Learning Objectives

This course follows a peer learning model and is delivered seminar style. As such it meets the several Graduate Degree Level Expectations. The course helps students build a “systemic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study or area of professional practice;” that is at the forefront of their academic discipline or area of professional practice;” improves their “ability to communicate ideas, issues and conclusions clearly;” increases student “cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines;” and helps them develop autonomy specifically “ethical behavior consistent with academic integrity” and “the qualities and transferable skills necessary for employment”

### 1. Participation

The starting point of each class is the assumption that all seminar members have read the allocated readings and prepared notes for their personal use in seminar discussion. Notes should include the student’s understanding of the main argument or salient issues of each piece as well as any new concepts or vocabulary that was introduced. Students may also note their reflections on the theoretical and practical implications of the readings as a whole for their research field. At the beginning of class, students will discuss what they found to be the main arguments of each piece in pairs. Together, each pair of students will come up with one or two questions to ask the moderator to improve their understanding the reading. The question can be about the substantive content of the reading or a term/concept to be clarified.

Students will be graded each week on the questions that they bring to the moderator, the thoughtfulness of their contributions to discussion, and their ability to support and develop other students’ ideas. Note that since students cometo the course from different academic and personal backgrounds there will be an emphasis on maintaining a learning environment that is respectful and accessible.

### 2. Moderation

Each week, one student will be responsible for providing a short presentation and one-page hand out to the class on the readings and moderating the discussion for the weekly theme. The one-page typed hand-out should explain the key terms and important concepts in the week’s readings. In the first week of class, students will select a theme of interest to moderate. Presentations should be very short – 5 -10 minutes long, and include:

1. Context for the readings including:
  - a. Some information about the authors and if they were/are connected to political or social struggles;
  - b. Information about what was occurring intellectually or politically when the pieces were written;
  - c. The significance of the readings themselves (if applicable).
2. A VERY BRIEF explanation of the main components or argument(s) of the reading(s)

The aim of the moderator's presentation, student questions and the resulting discussion is to clarify any misunderstandings and build a deeper comprehension of each of the week's reading(s).

Moderators are expected to draw on additional materials to provide the social and political context for the readings and to ensure sound comprehension. After the presentation, students will pose questions to the moderator about their explanation of the reading(s). Questions may ask for clarification or challenge any aspect of the presentation.

In the second half of the class the moderator and the instructor will stimulate class discussion about a) how the readings relate to one another (if multiple readings), b) how the reading(s) relate to other readings in the course and c) how the readings may or may not be useful for social change and labour studies.

This exercise is intended to provide students with practice identifying key points, strengths and weaknesses of the theory, and teaching practice in the form of facilitating class discussions.

#### 4. Literature Review

The final assignment consists of a literature (maximum 15 pages) review providing an overview and framework for understanding a clearly defined body of literature and identifying a question or gap in the literature. Note that papers not structured as reviews will be heavily penalized.

##### Examples:

*Critical literature review:* Lier, David. 2007. Places of Work, Scales of Organising: A Review of Labour Geography. *Geography Compass* 1(4): 814-833.

*Research literature review:* Cranford, Cynthia 2007. It's Time to Leave Machismo Behind!" Challenging Gender Inequality in an Immigrant Union. *Gender and Society*, Vol. 21, No. 3 (Jun., 2007), pp. 409-438

#### 5. Course guidelines

- A. **Handing in assignments:** I do not accept assignments by e-mail. Written assignments must be handed in HARD COPY by 12 noon on the assigned due date.
- B. **Late policy:** Late assignments will only be accepted in extenuating circumstances.
- C. **Email:** Please ask detailed questions about course material and assignments in person. I only use e-mail to answer administrative/organizational questions that can be answered in one sentence.

The Faculty of Social Sciences that all e-mail communication sent from students to instructors 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 becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

- D. **Laptop Policy:**

There is no reason to use a laptop or any electronic device since discussion is the primary form of instruction. Exceptions will be made in unique circumstances - please come and see me if this is an

issue for you.

#### E. Academic Ethics

<http://www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf> 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. This applies to both oral presentations and written assignments. 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 on the website above.

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. - the submission of work that is not one's own or for which other credit has been obtained. Note – this includes using sentences and paragraphs that are not clearly cited as originating in the work of another in oral presentations or written assignments.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

#### F. 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 course websites weekly during the term and to note any changes.

#### G. 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."

#### H. Turning in assignments: 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 or during Professor office hours. Instructors who utilize Avenue to Learn will provide instructions on that preference.

#### I. 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.

#### J. 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 teaching effectiveness. All students in the course are invited and encouraged to complete the evaluation.

#### K. Student Services

- **Accessibility Services:** <http://sas.mcmaster.ca/> **MUSC-B107 905-525-9140 x28652**  
*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/>
- **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/> **MUSC-B101 905-525-9140 x27700**  
Provides Medical and Health Services

### PROVISIONAL CLASS SCHEDULE

<p>Week 1: Sept. 13<sup>th</sup></p>	<p><b>Course introduction: what is theory?</b></p> <p>Brookfield, Stephen 1995. Through the Lens of Learning: How the Visceral Experience of Learning Reframes Teaching. IN: Boud, D., Cohen, R, Walker, D. (eds), <u>Using Experience for Learning</u>, Open University Press.</p> <p>Ritzer, George 2010. Contemporary Social Theory and its Classical Roots. New York: McGraw-Hill Co. Inc. -Introduction to Sociological Theory. Pg. 1-9.</p>
<p>Week 2: Sept. 20<sup>th</sup></p>	<p><b>Writing literature reviews – connecting theory and research</b></p> <p>Torraco, Richard 2005. Writing Integrative Literature Reviews: Guidelines and Examples. Human Resource Development Review. 4(3): 356-367.</p> <p>Becker, Howard. 2007. Writing for Social Scientists: How to start and Finish your Thesis, Book or Article. Second Edition. University of Chicago Press: Chicago and London. - Chapter Eight: Terrorized by the Literature pg 135-149.</p> <p>Granello, Darcy. 2001. Promoting Cognitive Complexity in Graduate Written Work: Using Bloom’s Taxonomy as a Pedagogical Tool to Improve Literature Reviews. Counselor Education &amp; Supervision. 40:292-307.</p>
<p>Week 3: Sept. 27<sup>th</sup></p>	<p><b>Philosophical foundations</b></p> <p>Gillian Rose, 1997. Situating Knowledges: Positionality, Reflexivities and Other Tactics. Progress in Human Geography 21(3): 305-320</p> <p>Jonathan Grix, 2002. Introducing Students to the Generic Terminology of Social Research. Politics. 22(3):175-86.</p> <p>Kitchin, Rob 2006. Positivist Geographies and Spatial Science. IN: Aitken, Stuart and Valentine, Gill (eds) Approaching Human Geography. Sage: London. pp 20-22.</p> <p>Sayer, Andrew 2006. Realism as a Basis for Knowing the World. IN: Aitken, Stuart and Valentine, Gill (eds) Approaches to Human Geography. Sage: London. pp 98-106.</p>

	<p>*Bryman, Alan and James Teevan, and Edward Bell 2005. Social Research Methods, Canadian Edition.          -Theory and Research pg 3-14</p>
<p>Week 4:          Oct 4<sup>th</sup></p>	<p><b>Marxist approaches to understanding class</b></p> <p>Marx, Karl. 1867 Capital Vol. 1. Chapter 10. The Working-Day.  <a href="http://www.marxists.org/archive/marx/works/1867-c1/ch10.htm">http://www.marxists.org/archive/marx/works/1867-c1/ch10.htm</a>          - Section 1. The Limits of the Working-Day.          - Section 4. Day-Work and Night-Work. The Relay System          - Section 5. The Struggle for a Normal Working-Day. Compulsory Laws for the Extension of the Working-Day from the Middle of the 14<sup>th</sup> to the End of the 17<sup>th</sup> Century.</p> <p>Hudson, Ray. 2001. Producing Places. The Guilford Press. New York.          - Placing production in its theoretical context pg 14-26</p> <p>Joseph, Jonathan. 2006. Marxism and Social Theory. Palgrave Macmillan. Houndmills, Basingstoke, Hampshire and New York.          - Chapter 2: Marx and Engels: Introduction – Capital and Class pg 9-32.</p>
<p>Oct. 11<sup>th</sup></p>	<p><b>MIDTERM RECESS – NO CLASS</b></p>
<p>Week 5:          Oct. 18<sup>th</sup></p>	<p><b>Weber and social class</b></p> <p>Crompton, Rosemary 2008. Class and stratification. 3<sup>rd</sup> Edition. Malden, Ma: Polity Press. 192p          -Chapter 3. Class Analysis: The Classic Inheritance and its Development in the Twentieth Century (27-48)</p> <p>Weber, Max 1999. Class, Status, Party. IN: Lemert, Charles (ed) <u>Social Theory: the Multicultural and Classic Readings</u>. 2<sup>nd</sup> ed. Boulder, Co: Westview Press. (115-125)</p> <p>Breen, Richard 2005. Chapter 2 Foundations of a neo-Weberian class analysis. IN: Wright, Erik Olin (ed) Approaches to Class Analysis. Cambridge University Press. p31-50</p>
<p>Week 6:          Oct 25<sup>th</sup></p>	<p><b>Materialist feminists</b></p> <p>Hartman, Heidi 1979. The Unhappy Marriage of Marxism and Feminism. Capital and Class.</p> <p>Hill Collins, P. 2000. Gender, Black feminism and Black political economy. Annals of the American Academy of Political and Social Science. 568: 41-53.</p>

	<p>Ellen Wood 1999. Capitalism and Human Emancipation. New Left Review.</p> <p>Fraser, Nancy. 2009. Feminism, capitalism and the cunning of history. New Left Review 56: 97-117.</p>
<p>Week 7: Nov. 1<sup>st</sup></p>	<p><b>Poststructural turn /queering gender and sex</b></p> <p>Weedon Chris. 1999. Feminism, Theory and the Politics of Difference. Blackwell Publishers.</p> <ul style="list-style-type: none"> <li>- Chapter 5. The production and subversion of gender: postmodern approaches.99-130.</li> </ul> <p>Pratt, G. 2004. Working Feminism. Philadelphia. Edinburgh University Press</p> <ul style="list-style-type: none"> <li>- Chapter 2: Spatializing the subject of feminism p12-37</li> </ul> <p>Gamson, Joshua 1995. Must Identity Movements Self-Destruct? A Queer Dilemma. Social Problems 42(3):390-407</p> <p>Brown, Gavin 2009. Thinking beyond Homonormativity: performance explorations of diverse gay economies. Environment and Planning A 41:1496-1510.</p>
<p>Week 8: Nov. 8<sup>th</sup></p>	<p><b>Anti-racist scholarship</b></p> <p>Roediger, David 2007. <u>The Wages of Whiteness: Race and the Making of the American Working Class</u>. 2<sup>nd</sup> ed. New York, NY: Verso. Chapters 1 (3-17), 4 (65-92), 7 (133-156).</p> <p>Brand, Dionne 2003. Black Women and Work: The Impact of Racially Constructed Gender Roles on the Sexual Division of Labour. IN: Dua, Enakshi and Robertson, Angela (eds.) Scratching the Surface: Canadian Anti-Racist Feminist Thought. Toronto: Women's Press. pg. 83-96.</p>
<p>Week 9: Nov. 15<sup>th</sup></p>	<p><b>Colonialism / Post-colonialism I</b></p> <p>Memmi, Albert 1965. The Colonizer and the Colonized. New York, NY: The Orion Press.</p>
<p>Week 10: Nov 22<sup>nd</sup></p>	<p><b>Colonialism/ Post-colonialism II</b></p> <p>Young, Robert. 2009. What is postcolonial?, Ariel 40(1): 13-25</p> <p>Cooper, Frederick. 2005. Colonialism in Question: Theory, Knowledge, History. Berkeley, CA: University of California Press 327.</p> <ul style="list-style-type: none"> <li>- Chapter 7. Labor, Politics, and the End of Empire in French Africa. p204-230.</li> </ul> <p>Youngblood Henderson, J. S. 2000. Postcolonial ghost dancing: diagnosing European colonialism. Reclaiming Indigenous Voice and Vision. M. Battiste. Vancouver: UBC Press</p>

	<p>p57-76.</p> <p>Simpson, Audra 2014. Mohawk Interruptus: Political life across the borders of settler states. Chapter six: The Gender of the Flint: Mohawk Nationhood and Citizenship in the Face of Empire. Pg 147-176.</p>
<p>Week 11: Nov 29<sup>th</sup></p>	<p><b>Advances in feminist political economy</b></p> <p>Frederici, Silvia 2008. Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle.</p> <ul style="list-style-type: none"> <li>- The reproduction of labour power in the global economy and the unfinished feminist revolution. pp 91-111.</li> </ul> <p>Hennessy, Rosemary 2006. Returning to Reproduction Queerly: Sex, Labour, Need. Rethinking Marxism 18(3): 387-395.</p> <p>Strauss, Kendra and Meehan, Katie 2015. Introduction: New Frontiers in Life's Work. IN: Meehan, Katie &amp; Strauss, Kendra (eds) Precarious Worlds: Contested Geographies of Social Reproduction. Pg 1-24</p>
<p>Week 12: December 6<sup>th</sup></p>	<p><b>Student presentations</b></p>