

Fall Semester 2022

Labour Studies 1A03E, Work and Labour Studies

Instructor: Carrie Sinkowski

Email: sinkowcr@mcmaster.ca ~ Emails will be returned within one business day.

Class location: ITB – 137

Office hours: by appointment

Lecture: Monday - 1900-2100/7pm to 9pm

Course Description

This course examines the multiple histories and shifting realities of working-class formation and trade-union organizing in settler-colonial Canada. The first part of the course surveys pre-colonial to present day labour history, while the second part examines specific issues confronting workers in key sectors defining Canada's economy today. Using an intersectional lens, the course investigates how differently situated workers – based on their indigenous/settler status, citizenship, race, gender, sexuality, ability, occupational skill level, etc. - have been (and continue to be) unevenly incorporated within Canada's economy. Instead of simply understanding workers as passive recipients of these changes, or history as a process determined by elites, the course takes seriously the agency of working-class peoples to transform social outcomes from below.

Course Learning Objectives

Students will expand their knowledge of different stages of capitalist development and its associated labour regimes in settler-colonial Canada, while also providing an introduction to the discipline of labour studies more broadly. Tutorial discussions will help students develop oral communication skills and unpack key concepts and topics covered in the course. A short art-review and a written assignment will allow them to engage with course content more deeply. While the exam will allow them to apply their knowledge and enhance their critical reasoning skills. Throughout the course, students will improve in their ability to practice active listening and critically engage with academic writings.

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 myriad of ways that work, in its many forms, shapes and informs our lives.

Required Text and Materials

1. Work and Labour in Canada: Critical Issues, 3rd Edition by Andrew Jackson and Mark P Thomas – available at the campus bookstore
2. All other course materials are available electronically through the library system, JSTOR, or posted on Avenue to Learn (ATL).

COURSE ASSIGNMENTS AND GRADE COMPOSITION are listed AFTER THE CLASS SCHEDULE

Assigned Materials for each week

Tips to be successful in this course:

Please remember to take your time when reading.

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

Be an active reader – ask yourself questions or reflect while you are reading

Consider how work and related issues are gendered, racialized, and classed.

Read using an anti-oppressive, anti-racism, decolonizing lens – consider how power structures impact and shape the experiences of workers

Take notes as you read or as you listen

Give yourself time and do not leave your readings until the last minute – schedule your work for the week

Each week has readings and may also have a video or podcast

All assigned materials could possibly be included in exam content

This course is heavy on the readings and light on the assignments in hopes that you will have more time to integrate the knowledge shared in materials and by your classmates, and TAs

TWO classes – September 26 and October 3 are online via Zoom – link will be posted on ATL

You will need your text book for readings every week.

The links for additional materials are provided in the syllabus and will also be posted in the content section of ATL.

Class 1: September 12: Course Expectations, Using Mills Library, Critical Reading skills, Intersectionality

Read: Chapter 1: The World of Work in the 21st Century

Read: 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>

Class 2: September 19: Social Determinants of Health and Work in Canada

Read: Chapter 2: Work, Wages, and Living Standards in Canada

Read: 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>

Listen: [Climate change is a health issue | rabble.ca](http://www.rabble.ca)

September 26th and October 3rd classes will be via Zoom.

Link will be posted on ATL

Class 3: September 26: Education (CLASS is ONLINE via ZOOM)

Read: Chapter 3: Education, Training, and Lifelong Learning: Tensions and Contradictions

Read: [From the Frontlines: An urgent agenda for decent work \(workersactioncentre.org\)](http://workersactioncentre.org)

Read: Yavorsky, J. E. (2016). Cisgendered Organizations: Trans Women and Inequality in the Workplace. *Sociological Forum*, 31(4), 948–969. <http://www.jstor.org/stable/24878802>

Class 4: October 3: Health and Wellbeing (CLASS is ONLINE via ZOOM)

Read: Chapter 4: The Unhealthy Canadian Workplace

Read: 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 5: October 10: Reading Week – No CLASS

Class 6: October 17: Social Reproduction

Read: Chapter 5: Gender, Work, and Social Reproduction

Read: 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>

Read: Guard, J. (2010). A Mighty Power against the Cost of Living: Canadian Housewives Organize in the 1930s. *International Labor and Working-Class History*, 77, 27–47.

<http://www.jstor.org/stable/40648582>

Class 7: October 24: Work and identity

Read: Chapter 6: Race, Racialization, and Racism at Work

Read: Chapter 7: The Inaccessible Canadian Workplace

Listen: [Disability justice is the antithesis of capitalism | rabble.ca](#)

Class 8: October 31: Indian Act and Decolonizing Canada

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

Read: 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>

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

Class 9: November 7

Read: Chapter 8: Troubled Transitions: Into and Out of the Labour Force

Read: [DB-WhosHungryReport-2021-FINAL.pdf \(dailybread.ca\)](#)

Read: [WhereWillWeLive May2018 ACTO Report.pdf](#)

Listen: [Ending child and family poverty during COVID-19 | rabble.ca](#)

Class 10: November 14: The power of the labour

Read: Chapter 9: The Impact of Unions

Listen: [Beyond Capitalism: A Multiracial Labor Movement | Be Antiracist with Ibram X. Kendi \(pushkin.fm\)](#)

Class 11: November 21: Collective power

Read: Chapter 10: Workers' Movements in the New Millennium

Listen: [Decolonizing activism and creating mass movements with El Jones \(rabble.ca\)](#)

Class 12: November 28: Borderless economies

Read: Chapter 11: Globalization and Work in Canada

Read: Chapter 12: Improving Work: Reforming or Transforming Wage Labour?

Listen: [Migrant Workers in Canada: Working and living conditions - YouTube](#)

Class 13: December 5: Resistance – December 6th

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

Read: 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>

Read: 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>

Assignments:

Assignment	Percentage	Due date
<p>Podcast Assignment</p> <p>See details in the syllabus and posted on ATL</p> <p>Rubric posted on ATL</p>	25	October 21 st via ATL by midnight
<p>Placing Ourselves in the World of Work Assignment</p> <p>See details in syllabus and on ATL</p> <p>Rubric posted on ATL</p>	30	November 25 th via ATL by midnight
<p>Final Exam</p>	25	Scheduled by the University during the December exam period
<p>Tutorial Participation</p> <p>See rubric in syllabus and also posted on ATL</p>	20	Ongoing

Course Assignments

- 1. Participation – 20%**
- 2. Podcast-Video Assignment – 25%**
- 3. Placing Ourselves in the World of Work – 30%**
- 4. Final Exam – 25%**

Participation: 20%

Engaged learning is one key to good grades and building/sharing knowledge, which is why participation is weighed heavily in this course.

You are expected to attend lectures and tutorials as part of our learning contract. For those who are hesitant to share verbally in class, please contact the instructor for alternative grading methods.

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

1. Attending class and tutorials
2. Being prepared - completing the readings
3. Reflecting on the readings
4. Demonstrating knowledge in discussion
5. Participating in tutorial discussions

Rubric is at the end of the syllabus as well as on ATL.

1. Podcast-Video Assignment: 25%

Podcasts/Videos:

[Porter Primers: A historic fight to unionize](#) | [The Secret Life of Canada](#) | [CBC Podcasts](#) | [CBC Listen](#)

[The legacy of the 1919 Winnipeg General Strike - YouTube](#)

[S3: Crash Course on Mohawk ironworkers](#) | [The Secret Life of Canada](#) | [CBC Podcasts](#) | [CBC Listen](#)

[S3: Crash Course on Black Nurses](#) | [The Secret Life of Canada](#) | [CBC Podcasts](#) | [CBC Listen](#)

[The history behind Canada's 'homosexuality test'](#) | [CBC Radio](#)

Sexual Harassment in the Workplace: [The woman who stood up to the Premier](#) | [CBC Radio](#)

[Japanese Canadian Internment](#) | [Narrated by David Suzuki - YouTube](#)

The Yukon Gold Rush: <https://www.cbc.ca/listen/cbc-podcasts/203/episode/15638062>

[Celebrating Jewish Canadian History: Canadian Jewish Medical History \(English\) - YouTube](#)

[The Sikh migrants who challenged Canadian immigration law - YouTube](#)

[Migrant workers stage protests across Canada | Your Morning - YouTube](#)

Stelco Steel Strike of 1946: <https://www.youtube.com/watch?v=vzsX8tNdOio>

Assignment Task:

1. Choose at minimum 3 (THREE) podcasts and/or videos from the above list. It can be a combination of video and podcast
 2. Listen/watch and take notes
 3. Utilize an anti-oppressive, anti-racism, and decolonizing lens when listening to the podcasts or watching the videos – look back to your notes from Class 1 and 2 on how to do this
 4. While listening/watching consider the following:
 - a. Connections between community and workplaces
 - b. How their work impacted people's experiences in life
 - c. How greater power structures such as government and law and policies impact the experiences of workers
 - d. How did identity shape their experiences
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1. **4-6 page** paper
 2. 12 point font
 3. Double space
 4. Student number and name
 5. **No** title page – do not use a title page
 6. Referencing style is your choice
 7. Submit via ATL in the assigned folder
 8. Rubric will be posted on ATL
 9. **Due by midnight on October 21st in the assigned folder**
 10. **Any questions you have regarding your assignment or mark, can be directed to your TA.**

2. Placing Ourselves in the World of Work Assignment – 30%

Watch all three videos:

[Karl Marx on Alienation - YouTube](#)

[KARL MARX/ WHAT is ALIENATION...? - YouTube](#)

[Alienation - YouTube](#)

Read:

Windsor, E. J., & Carroll, A. M. (2015). The Bourgeoisie Dream Factory: Teaching Marx's Theory of Alienation Through an Experiential Activity. *Teaching Sociology*, 43(1), 61–67.

<http://www.jstor.org/stable/43186621>

Assignment Task:

1. Watch the videos and read the article to learn about the Theory of Alienation by Karl Marx.
2. Take notes
3. Reflect on your own experiences as a worker. This could be in a paid or unpaid position.
4. Do you connect to Marx' theory? Why or why not.
5. Is this a relevant theory for workers today? Why or why not.
6. Use at least one resource from the syllabus and two external academic resources to support your arguments. If you are wondering what constitutes an academic resource, please consult with your TA.

Please create:

1. **6-8 page** paper
2. 12 point font
3. Double space
4. Student number and name
5. **No** title page - do not use a title page
6. Referencing style is your choice.
7. Submit via ATL in the assigned folder
8. Rubric will be posted on ATL
9. **Due by midnight on November 25th via ATL in the assigned folder**
10. **Any questions you have regarding your assignment or mark, can be directed to your TA.**

3. Exam 25%

Scheduled by the University.

Final Exams for first semester take place December 9 to December 22nd.

As a class, we will begin exam review in November, and discuss the structure and format of the exam so you are well prepared. I know exams cause anxiety for a lot of folks, and I want to create a process that makes everyone feel comfortable and prepared.

Course Administration Information

Roles of the Teaching Assistants:

All marking is conducted by your assigned Teaching Assistant (TA). Any questions regarding assignments or received mark are to be directed to your TA. Your TA will share with you their preferred method of contact, and arrangements for meeting. Any unresolved issues can be directed to me via email.

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. 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 that were not granted an extension will lose 2% 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 2% 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.

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 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 (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 their 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%)

(20%) GRADE /20	ATTENDANCE (10%)	DISCUSSION (5%)	PREPARATION (5%)
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
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
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
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
F (0-7.5) POOR	Rare	Rarely speaks; parrots text or comments of others	Little to no apparent familiarity with topic and material