

Labour Studies 2J03 | Work and Racism

Semester & Year:	Winter 2021	Instructor:	Dr. Tommy Wu
Days and Times:	Wednesdays 7:00pm – 10:00pm	Email:	wu21@mcmaster.ca
		Office:	Online
Classroom:	Online Zoom Link	Office Hours: Fridays	By appointment
Teaching Assistants		Office hours:	

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Course Description & Format

This course provides a critical introduction into how work and race shape our lives. Rather than viewing work and race as two independent realms of our lifeworld, students are asked to conceive them as a co-constitutive system. Within this framework, students should think deeply about the racial and capital logics that underlie our social structures (e.g. social networks, employment arrangements, public and private institutions) and define our experiences, subjectivities, and actions. Emphasis will be placed on how these logics produce racialized labour markets and differential vulnerability to violence and death in all their forms (social, physical, psychological). From slavery and colonialism to the contemporary moment, course content will cover case studies primarily from the U.S. and Canada but also from the Philippines and Vietnam. Through lecture, digital media, guest speakers, and group discussions and projects, students are encouraged to explore their own individual experiences and connect them to the course material.

The course meets once per week for a 3-hour session. During the session, major themes and debates from the readings will be discussed and elaborated upon. Rather than adopt the traditional lecture style, the class will involve a great deal of student interaction with each other and the professor. In general, we will start class with a discussion of what you already know or think about a subject, based on your experiences and readings. From that we will try to identify key ideas, patterns and controversies, which I will help to clarify with additional information. We will also use variety of small group discussion activities to further clarify issues, explore different aspects of an issue, or apply our new knowledge to the world in some way. Although the exact pattern will vary from week to week, the emphasis is on collaborative and student-led learning. All this means that, for the class to be successful, you must be present and engaged. It is also important to keep in mind that knowledge in the course is cumulative – you will need to have read the material for earlier weeks to fully understand that in the later weeks. In other words, it is very important to keep up on a week-to-week basis.

Disclaimer: Given the uncertainties of our times, elements of the course outline may change prior to the start of classes in January.

Required Texts

- All required course readings will be available electronically on Avenue to Learn.

Online Lectures

Weekly PowerPoints will be posted on Avenue to Learn prior to the start of our online lectures. **Please note that the PowerPoints are there to serve as a companion to the lectures and not as a substitute.** Your attendance to online lectures is mandatory unless you have extenuating circumstances that we have discussed in advance. The lecture portion of our sessions will be recorded and posted to Avenue

Communication

Please read this syllabus carefully. If you have questions about the course, you should first contact the teaching assistants unless they involve special circumstances that require my attention. Neither I nor the teaching assistants will respond to questions that are answered in this syllabus.

Evaluation (In Brief)

Requirement	Due Date	Value
Participation	Throughout the semester	35%
• Exit Cards	During each session	10%
• 3 Reading Responses	Sign up during the first class	15%
• Roundtable Discussion	One time sign up	10%
Sector Profile (group project)	Last class session	35%
Final Take Home Exam	During finals week	30%

Evaluation (In Detail)

Participation

20%

The **weekly Zoom link** will be pinned under announcements on Avenue to Learn. You should join early to ensure that your video and audio are working properly prior to the start of the session. Sessions will start on time. **If you expect to have technical difficulties or you have extenuating circumstances that will impact your attendance and/or punctuality, contact me as soon as possible.**

If you miss class, you are responsible for acquiring and reading any materials handed out in class. You cannot make up class work if you are late to class.

Participation consists of three components:

1) *Exit Cards – 10%*

At the end of each online session, you will be asked to submit an online exit card that outlines two to three comments or questions on the lecture and that week's readings. If you miss a session, you should follow up with your classmates to obtain the notes. This means you should **exchange contact information** with at least one other classmate in case you miss or late to a session. **You're allowed to miss one exit card; subsequent misses would negatively impact your participation grade.**

You do not need to notify me or the TAs in advance of absences or lateness unless they will be recurring. In those circumstances, I will likely ask that you seek for SAS and accommodations will be made on a case-by-case basis.

2) *Reading Responses – 15%*

Reading responses are meant to provide you the opportunity to critically engage with theories and arguments from the weekly readings. Each student must sign up during the first class to provide responses to three weeks. **Reading responses are due at 11:59pm Sunday of each week.** This will allow the group leading the roundtable discussion to incorporate readings responses to their presentations. **Late responses will not be accepted.** Your responses will be evaluated on a scale of 0-5.

3) *Roundtable Discussion – 10%*

A portion of each class will be dedicated to a roundtable discussion. The purpose of roundtable sessions is to strengthen students' presentation and communication skills, as well as their capacity to synthesize readings and others' writings to formulate a stimulating discussion. Each student must sign up for one roundtable discussion during our first class session.

A roundtable will require one group to provide a **10-minute presentation** on that week's readings as well as a synthesis of other students' reading responses. Half of the leading group will be responsible for summarizing the readings, the other half will synthesize that week's responses and provide a set of discussion questions for the class. To be clear, these **presentations should include summaries as well as highlight interesting connections and debates between readings, other students' responses, and current events.**

Discussion questions **should not** be opinion questions such as "what do you think of capitalism," but rather, a question that interrogates the validity of the argument. For example, you may ask, "Marx argues that the working class will eventually rise up and revolt. To what extent has this been true historically and what have we seen today that support or debunk this theory?" "What social context Marx was living in that led him to this theory?" "What was his blind spot?" "Why didn't he see that blind spot?"

Sector Profile Group Project (35%)

This project is intended for students to become knowledgeable of a sector by examining its historical development and its impact from the COVID-19 Pandemic. The project consists of three phases:

Phase 1 – Historical Development and Impact of COVID-19 (15%)

Sometime during the first half of the semester, you will be given a list of sectors to choose from. In groups of no more than six, each group will conduct research using secondary resources examining the racial, gender, class, and immigration dynamics that have shaped the profession historically as well as from the impact of COVID-19. Each group will need to produce a **2000 word essay** with at least eight references (four from our course content and four external sources). A more detailed essay guide will be provided at the beginning of the semester.

Phase 2 – Sector Profile Website (15%)

Each group will then combine the historical development and impact of COVID-19 material in preparation for building our collective class website. **We will have a workshop in class to learn how to build the website.** The sector profile should incorporate timelines, maps, pictures, and videos (if appropriate). Students will be encouraged to learn the digital technologies used in this process, but ample support would be provided for those uncomfortable with technology.

Phase 3 – Group presentation (5%)

For the final phase, each group will prepare a **5-minute presentation** on their sector profile for the class. The presentation can take many forms. Students can prepare a traditional PowerPoint that illustrates the various components of their sector profile. Alternatively, students are encouraged to employ other creative forms of presentation including podcast, zine, video blog, virtual guided tour, visual maps, and etc. The key point to keep in mind is to produce a presentation that enables the audience to experience and connect with the story that you want to tell. We will spend time in class to help each group decide on their presentation format.

Final Exam (Take-Home) - 30%

There will be a take-home final exam held during the scheduled exam period. The exam will consist of eight short response questions based on lectures and readings. Each question is worth 3 points. This means that if you achieve a full score, two extra points will be added to your final grade. Students will be given 7 days to complete the exam.

Course Objectives

1. To expand understandings of race, racialization, and racism and to effectively theorize their linkage to capital and labour.
2. To uncover the racial and capital logics that support our social structures
3. To explore the differential effects on employment and other social outcomes.
4. To explore the collective agency and organization of racialized groups
5. To strengthen the verbal, reading, research, technological, and written skills of students.

Class Schedule and Readings

<p>Week 1 Jan 11</p>	<p>Introduction to the Course:</p> <p>No readings due on the first day of class.</p>
<p>Week 2 Jan 18</p>	<p>What is Race, Racialization, and Racism?</p> <p>Readings:</p> <ul style="list-style-type: none"> • Michael Omi and Howard Winant, “Racial Formation,” In <i>Racial Formation in the United States From the 1960s to the 1990s</i>. New York, NY: Routledge, 1994. 53-76. • Metzl, J. M. (2010). <i>The protest psychosis: How schizophrenia became a black disease</i>. Beacon Press. – Read Introduction • Fields, Barbara J. 1990. “Slavery, Race, and Ideology in the United States of America.” <i>New Left Review</i> 101: 95-118.
<p>Week 3 Jan 25</p>	<p>Conceptualizing Racial Capitalism</p> <p>Readings:</p> <ul style="list-style-type: none"> • Kelley, Robin D.G. http://bostonreview.net/race/robin-d-g-kelley-what-did-cedric-robinson-mean-racial-capitalism • Burden-Stelly, Charisse (2020). <i>Modern U.S. Racial Capitalism</i> https://monthlyreview.org/2020/07/01/modern-u-s-racial-capitalism/ • Harris, C. I. (1992). <i>Whiteness as property</i>. <i>Harv. L. rev.</i>, 106, 1707. Read p. 1708 -1744 only
<p>Week 4 Feb 1</p>	<p>The Making of Migrant Labour</p> <p>Readings:</p> <ul style="list-style-type: none"> • Takaki, R. (2012). <i>Strangers from a different shore: A history of Asian Americans (updated and revised)</i> - Chapter 2 “Overblown with Hope” • Ngai, M. M. (2014). <i>Impossible Subjects: Illegal Aliens and the Making of Modern America-Updated Edition</i> (Vol. 105). Princeton University Press. – Read Chapter 3, From Colonial Subject to Undesirable Alien: Filipino Migration in the Invisible Empire <p>*** Sector Profile Group Project Sign Up</p>
<p>Week 5 Feb 8</p>	<p>State-Capital Nexus</p> <p>Readings:</p> <ul style="list-style-type: none"> • Ngai, M. M. (2014). <i>Impossible Subjects: Illegal Aliens and the Making of Modern America-Updated Edition</i> (Vol. 105). Princeton University Press. – Chapter 4, Braceros, “Wetbacks,” and the National Boundaries of Class • Maynard, R. (2017). <i>Policing Black lives: State violence in Canada from slavery to the present</i>. Fernwood Publishing. – Read chapter 2 only

	<ul style="list-style-type: none"> Rodriguez, R. M. (2010). <i>Migrants for export: How the Philippine state brokers labor to the world</i>. U of Minnesota Press. Read Introduction and Chapter 2.
Week 6 Feb 15	Reading Week (No class)
Week 7 Feb 22	<p>Making Unfree Labour in Canada</p> <p>Readings:</p> <ul style="list-style-type: none"> Preibisch, K. (2010). Pick-Your-Own Labor: Migrant Workers and Flexibility in Canadian Agriculture 1. <i>International Migration Review</i>, 44(2), 404-441. Choudry, Aziz, Jill Hanley, Steve Jordan, Eric Shragge and Martha Stiegman. 2009. <i>Fight Back: Workplace Justice for Immigrants</i>. Halifax: Fernwood Publishing. – Chapter 6: Canada’s Live in Caregiver Program: Popular among Both Employers and Migrants—But Structured for Dependency and Inequality Smith, A. A. (2015). Troubling “Project Canada”: the Caribbean and the making of “unfree migrant labor”. <i>Canadian Journal of Latin American and Caribbean Studies/Revue canadienne des études latino-américaines et caraïbes</i>, 40(2), 274-293. <p>*** Due next week: Phase 1 (Historical Development and impact of COVID)</p>
Week 8 Mar 1	<p>Race and Gender in the Global Economy</p> <p>Readings:</p> <ul style="list-style-type: none"> Kang, M. (2010). <i>The managed hand: Race, gender, and the body in beauty service work</i>. Univ of California Press. – Read Chapter 1, There’s no Business like the Nail Business Parreñas, R. (2015). <i>Servants of globalization: Migration and domestic work</i>. Stanford University Press. – Read Chapter 2, The Global Migration of Filipino Domestic Workers: The International Division of Reproductive Labor Hoang, K. K. (2014). Competing Technologies of Embodiment: Pan-Asian Modernity and Third World Dependency in Vietnam’s Contemporary Sex Industry. <i>Gender & Society</i>, 28(4), 513–536.
Week 9 Mar 8	<p>Social Exclusion (on housing)</p> <p>Readings:</p> <ul style="list-style-type: none"> Taylor, K. Y. (2019). <i>Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership</i>. UNC Press Books. – Read the Introduction Read the special investigation on the housing industry in Long Island, NY https://projects.newsday.com/long-island/real-estate-agents-investigation/
Week 10 Mar 15	<p>Racism, Industries, and the Workplace</p> <p>Readings:</p> <ul style="list-style-type: none"> Maldonado, M. M. (2009). ‘It is their nature to do menial labour’: the racialization of ‘Latino/a workers’ by agricultural employers. <i>Ethnic and Racial Studies</i>, 32(6), 1017-1036. Betrand, Marianne. This Problem has a Name: Discrimination. <i>Chicago Booth Review</i>. May 21, 2016. http://review.chicagobooth.edu/behavioral-science/2016/article/problem-has-name-discrimination

	<ul style="list-style-type: none"> Oreopolous, Philip. 2016. Why do Skilled Immigrants Struggle in the Labour Market? A Field Experiment with 13,000 Resumes. In <i>Social Inequality in Canada: Dimensions of Disadvantage</i>, eds. Edward G. Grabb, Jeffrey G. Reitz and Monica Hwang. Toronto: Oxford University Press.
Week 11 Mar 22	<p>Employment Equity and Unions</p> <p>Readings:</p> <ul style="list-style-type: none"> Abu-Laban, Yasmin and Christina Gabriel. 2002. <i>Employment Equity</i>. In <i>Selling Diversity: Immigration, Multiculturalism, Employment Equity and Globalization</i>. Toronto: University of Toronto Press. Kwong, P. (1999). <i>Forbidden workers: Illegal Chinese immigrants and American labor</i>. New Press. – Read Chapter 6, The Exclusion of Chinese Labor Walker, Marie Claire. 2006. Are we there yet? The Struggle for Equity in Canadian Unions. In <i>Unions, Equity and the Path to Renewal</i>, eds. Janice Foley and Patricia Baker. Vancouver: University of British Columbia Press. <p>*** Due next week: Phase 2 (Sector Profile Website)</p>
Week 12 Mar 29	Group Project Preparation Week
Week 13 Apr 5	<p>Resisting Racial Capitalism</p> <p>Readings:</p> <ul style="list-style-type: none"> Taylor, K. Y. (2016). <i>From # BlackLivesMatter to black liberation</i>. Haymarket Books. – Read chapter 7 From #BlackLivesMatter to Black Liberation Estes, N. (2019). <i>Our History is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance</i>. Verso. – Read chapter 7 Liberation <p>Final Group presentations next week!</p>
Week 14 Apr 12	Final Group Project Presentation – no readings

Course Policies

Submitting Assignments | All assignments must be submitted electronically via Avenue to Learn. You must use either Word or Open Office to submit your assignment, and it must appear exactly as you would submit it in paper format. Electronic submission will facilitate both academic integrity and the tracking of late submissions (see below).

Late Policy | Given the nature of the assignments of this course (weekly response and group project), late submissions will not be accepted. If you need special accommodation, you must contact me far in advance of the due dates. Electronic submission of assignments via Avenue to Learn is mandatory in order to allow us to keep track.

Extensions | Extensions may be arranged in advance of the deadline, but, in the interests of fairness, usually only in cases of medical problems or severe personal difficulties. Please see your teaching assistant as soon as you are aware of these difficulties to discuss and negotiate alternative arrangements. Please note that workload or poor time management is not an acceptable reason for extension. If you have ongoing difficulties with managing your time, please see me about resources you can access. In most cases, **SAS and MSFAF requests will be granted with a 7-day extension**. Please remember that only one MSFAF can be used per semester for all your classes.

Grade Appeals | Students are entitled to ask questions about grades, to understand the reasons behind an evaluation in order to do better next time, and to request a regrade if the situation warrants. However, students must observe the following guidelines:

1. Students must normally **wait one week** after they receive a grade before we will discuss it.
2. Students must show that they have **read and understood the feedback** given on the assignment.
3. Students must **ask specific questions** about the substance of the feedback, or **provide specific reasons** for why they believe their work has been improperly evaluated. These questions / reasons should be submitted in writing, and should address the specific nature of the assignment and the feedback given.
4. Regrades will **not** be granted for the following reasons:
 - *"I didn't understand the assignment"*: It is your responsibility to ensure you fully understand what is expected of you before you submit an assignment.
 - *"I do well in other courses"*: All courses have different criteria and expectations, and rely on different skills, abilities and background preparation; students' performance will vary as a result.
 - *"I need a higher grade for grad school / law school / insert reason here"*: Assignments are evaluated on their merits alone, and not on the impact they may have on your future plans. If you need high grades, you must find out how to fulfill the criteria so as to obtain such a result.
 - *"I worked really hard"*: It is expected that you will have worked hard on any assignment; this, however, doesn't guarantee that you will have fulfilled the criteria. Sometimes, effort can be misdirected.
5. Students should speak first with the teaching assistant who originally graded the assignment. If you are not satisfied with the outcome of that conversation, please make an appointment to see the professor.
6. Regrades can result in an **increase or a decrease** in the assigned grade.

Department and University Policies

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

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.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

McMaster Student Absence Form (MSAF): 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”.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.