

Winter 2018 - SOC207H1S L5101 – Course Syllabus

SOCIOLOGY OF WORK & OCCUPATIONS

Instructor: Dr. Mark D. Easton
Office Hours: Mondays 4-6pm (or by appt.)
725 Spadina Ave. Rm 245

Class Time: Mondays 6-8pm
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COURSE DESCRIPTION

Would you commit 40 years of your life to something before understanding it? If you're like most people, the answer is probably a resounding "no". Yet many of us commit our whole lives to some form of work, unaware of just how much the social world influences our career choices and opportunities. This course is therefore essential for helping you make more informed decisions about how you spend the rest of your life *working!*

Guided by the central proposition that work is *fateful* for our social lives, we begin with an overview of theories, concepts, trends, and events that are essential to a sociological understanding of work. We then delve into some of the major explanations for labour market inequality, and confront these explanations with evidence in an era increasingly characterized by knowledge and service work. The remaining sessions focus on the sociology of work at the organizational and individual level through exploring the topic of management-employee relations, work values and orientations, and the implications of work for our health and well being. While the course pertains to industrial societies in general, the Canadian labour market remains the main focus of discussion.

The relevance of the course material will be enhanced through weekly, for-credit online surveys and exercises asking students to reflect on their own work experiences and attitudes. The results of these surveys will then be compared against national data, and form the basis of periodic class discussions.

Prerequisites: 0.5 SOC FCE at the 100 level (SOC101Y1 or SOC102H1 or SOC103H1). Students lacking this prerequisite may be removed at any time without notice. **Exclusion:** SOC207Y1; SOC227H5. **Recommended Preparation:** SOC150H1

LEARNING OUTCOMES & OBJECTIVES

The overarching goal of this course is to ensure that you have a broader understanding of work and occupations from a sociological perspective, and to prepare you for more advanced study in this area. We will work towards this goal by examining the major issues and debates currently surrounding the study of work in Canada, and what several contemporary sociological perspectives have to say about them. By the end of this course you should be able to:

- Demonstrate your understanding of the main theories and concepts connected to the sociology of work. You will have an opportunity to experience this first hand this **through 2 optional non-credit tutorials related to the material in Week 8 and beyond.**

- Identify the key issues and changes related to work in contemporary Canada, and their social implications for various groups (e.g. race/ethnicity, class, gender, family).
- Think critically about what the sociological theories we have examined in class would have to say about work and occupations in Canada, and in industrial societies more generally
- Formulate an understanding of where you fit into these discussions from the perspective of someone who is currently involved in, or soon to be engaged in work of some kind.
- Demonstrate a more critical understanding of work that mainstream perspectives (e.g. managerial and economic) tend to omit.

REQUIREMENTS AND GRADING

Grades are based **on 1 in-class test, two assignments, participation marks, and a final exam**. Please review these requirements, and plan accordingly:

<u>Type</u>	<u>Description</u>	<u>Date</u>	<u>Weight</u>
Mid-term Test	Multiple choice & short answer	Feb 12	20%
Assignment 1	Critical Essay/Assignment	Feb 26	20%
Assignment 2	Critical Essay/Assignment	Apr 2	25%
Final Exam	Multiple choice & short answer	Apr 9-30	25%
Participation	Online surveys & exercises connecting course to your experiences & attitudes	Ongoing	10%

REQUIRED TEXT

- Krahn, Lowe, and Hughes. 2014. *Work, Industry, and Canadian Society (7th ed.)*. Toronto: Nelson. **NOTE: The 7th edition is essential for covering Chapter 3 on Canadian Employment Trends because the statistics in earlier editions will be outdated.**
- If you use an earlier edition of this book, **be warned** - any lecture material, coursework, test, or exam drawing on the textbook will be based on the 7th edition.
- To illustrate some of the more abstract concepts we will be covering this term, additional readings from scholarly books, peer reviewed journals, or current media items may also be posted. **You will not be tested on such material.**
- You will find any additional readings in this course posted under the “Course Materials” section on Blackboard. All of these readings will fall within the Canadian Copyright Board’s “fair dealing” provisions.

IMPORTANT DATES

Jan 8:	First class for SOC 207
Jan 14:	Waiting list for SOC 207 turned off at end of day
Jan 17:	Last day to enrol in SOC 207 or make changes in S section code courses
Feb 12:	Mid-term Test
Feb 19:	Family Day – No Class
Feb 20-23	Reading Week – No Class
Feb 26	Assignment 1 Due
Mar 14:	Last day to drop SOC207 without academic penalty Last day to add or remove a CR/NCR option for SOC 207
Apr 2:	Assignment 2 Due Last class for SOC 207

Apr 4: Deadline to request Late Withdrawal (LWD) from SOC207
Apr 8-30 Final exam period for SOC 207

COURSE SCHEDULE

Session 1	
Jan 8	Work and Occupations: Introduction & Historical Overview
Chapter 1: Historical Perspectives on Work (pg. 1-10) <ul style="list-style-type: none"> • Introduction & Course Overview • Key Concepts • History of Industrialization 	

Session 2	
Jan 15	Contemporary Debates and Theories: From the Mid 20th Century to the Present
Chapter 1: Historical Perspectives on Work (pg. 10-19) <ul style="list-style-type: none"> • Background: Key Classical approaches to the Study of Work Chapter 2: Contemporary Perspectives on Work (1950s to Present Day) <ul style="list-style-type: none"> • Theories of Industrialization, and Post-Industrial Theories • Current Transformations Shaping Work & Occupations • Contemporary Theoretical Perspectives on Work 	

Session 3	
Jan 22	Work and Employment in Canada: An Overview
Chapter 3: Canadian Employment Trends <ul style="list-style-type: none"> • Introduction to Key Concepts & Overview of Key Trends: <ul style="list-style-type: none"> • Labour Force Demographics (age, education, gender, race & ethnicity) • Sectoral and Occupational Trends 	

Session 4	
Jan 29	Inequality and the Labour Market Part 1: Theoretical Perspectives
Chapter 5: Labour Markets – Opportunities and Inequality (133-160, 164-167) <ul style="list-style-type: none"> • Introduction to Key Concepts • Major Supply and Demand Side Explanations for Labour Market Inequality • Government Policies and Labour Market Inequality 	

Session 5	
Feb 5	Inequality and the Labour Market Part 2: Evidence and Measurement
Chapter 5: (pg. 161-164); Chapter 4: Good Jobs, Bad Jobs, No Jobs <ul style="list-style-type: none"> • Polarization in the Labour Market • Defining “Good Jobs” and “Bad Jobs” • Good Jobs, Bad Jobs, and Non-Standard Work Arrangements • Self-Employment, Under-Employment, and Unemployment • The Social Outcomes of a “Good Jobs”, “Bad Jobs”, “No Jobs” World 	

Session 6	
Feb 12	Mid-term Test
Covering material and chapters from Sessions 1 to 5	

Session 7	
Feb 26	Work, Gender, and Family Part 1: Paid Work Assignment 1 is due
<p>Chapter 6: Gender & Paid Work</p> <ul style="list-style-type: none"> • Historical Overview of Women and Paid Work • Horizontal and Vertical Forms of Gender Inequality in Paid Work • Explanations and Ameliorative Approaches <p>Chapter 7: Gender & Unpaid Work</p> <ul style="list-style-type: none"> • Defining Household, Family, and Caring Work • The Traditional Division of Labour in Household, Family & Caring Work • The Competing Demands of Work and Family: “Causes” and Consequences 	

Session 8	
Mar 5	Managing Work in Organizations Part 1
<p>Chapter 8 & 9: Organizing and Managing Work</p> <ul style="list-style-type: none"> • The “Scientific” Management of Work (Taylorism & Fordism) • The Bureaucratic Management of Work (Bureaucracy) • The Changing Role of the Manager – From Controller to Counsellor 	

Session 9	
Mar 12	Managing Work in Organizations Part 2: From Fordism to Post-Fordism
<p>Chapter 8 & 9: In Search of New Managerial Paradigms</p> <ul style="list-style-type: none"> • New and Innovative Work Arrangements: An Overview • Do these Work Arrangements Truly Address the Problems of Taylorism and Bureaucracy? 	

Session 10	
Mar 19	Worker Resistance and Employer Control: A Constant Tension
<p>Chapter 10: Conflict and Control in the Workplace</p> <ul style="list-style-type: none"> • The Labour Process Perspective • The Impact of Technology • Employee Surveillance <p>Chapter 11: Unions and Industrial Relations</p> <ul style="list-style-type: none"> • Organized Labour and Worker Resistance to Managerial Control: Causes and Consequences - Pg. 327-333, 351-359 	

Session 11	
Mar 26	What it Means to “Work”
Chapter 13: Work Values and Work Orientations <ul style="list-style-type: none"> • The Historical Roots of Different Work Values & Orientations • Demographic, Cultural, and Regional Variations in Work Values & Orientations 	

Session 12	
Apr 2	Good for GDP does not Always Mean Good for Your Health Assignment 2 is due
Chapter 14: Job Satisfaction, Alienation, and Work-Related Stress <ul style="list-style-type: none"> • What does it mean for a worker to be satisfied or alienated by their work? • Demographic, Cultural, and Regional Variations in Worker Satisfaction and Alienation • The Association between Work Values & Orientations, and Worker Satisfaction • Work and Health Outcomes: positive and negative, direct and indirect 	

Apr 9 - 30 - Final Exam Period	
Final Exam - 3 hours Based on material and chapters in sessions 7 – 12	

Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

COURSE POLICIES

ACCESSIBILITY

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://www.accessibility.utoronto.ca/> as soon as possible.

ATTENDANCE AND PREPARATION

Attendance is required. Students are responsible for all material presented in class. Students who are unable to attend class on a given day are responsible for obtaining from their classmates notes on all material covered, as well as information regarding any administrative announcements that may have been made. Students are expected to complete all assigned readings in advance of the class period for which they are assigned, and refer regularly to their utoronto email accounts and the course website on Portal for current information and announcements relevant to this course.

COURSE WEB SITE

The course website prepared on the Blackboard system is available at portal.utoronto.ca. The site will contain the course syllabus, all handouts, links of interest, and course announcements. Students are responsible for the content of all course materials. Discussion boards have been enabled on the course web site. All students are expected to behave respectfully towards their classmates and towards the professor and T.A.s.

EMAIL

When emailing your instructor or TAs, **you must use your utoronto.ca address**, as this is the only address we can be sure is yours. Please also be sure to include “SOC207” in the subject line. All students are responsible for checking their official utoronto.ca email addresses regularly, including the evening before class. While the instructor and TA’s do their best to be

available for students, a prompt reply cannot be guaranteed if your email comes within 24 hours of a test, assignment, or exam, or if your email is submitted over the weekend. If you have a question or need to meet with the instructor or T.A., please give reasonable time for them to respond.

COURSEWORK COMPLETION POLICY

While you are encouraged to engage in academic debate with your peers about the course material, **all coursework must be completed independently, and written in your own words**. Therefore, to avoid a potential violation of the University of Toronto's *Code of Behaviour on Academic Matters*, please do not complete the course assignments in groups.

ASSIGNMENT SUBMISSION POLICY

Students are required to submit all coursework to achieve the maximum possible grade in the class. Students will receive a grade of 0 for any course requirement that is not met by the end of the term.

DO NOT email copies of your assignment to the professor or TAs.

Assignments are due in **TWO FORMATS**:

- 1. A HARD COPY of your assignment is due in class on the specified due date. If you cannot submit your hard copy in class on the specified due date, please submit your hard copy to the 200 level dropbox in room 225 at 725 Spadina, making sure it is time stamped before 4:30 pm on the specified due date. Hard copies timestamped after 4:30 on the specified due date will be subject to late penalties.**
- 2. YOUR ASSIGNMENT MUST ALSO BE SUBMITTED TO TURNITIN.COM BY 11:59 ON THE SPECIFIED DUE DATE FOR A TEXTUAL SIMILARITY REVIEW.** Normally, students will be required to submit their course assignments to Turnitin.com for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

You also have the right to opt out of submitting your coursework to turnitin.com. Should you exercise this right, please be prepared to provide rough copies of your work so that its originality can be verified.

LATE/MISSED ASSIGNMENTS

Late assignments will be penalized a mark equivalent to 10 percentage points per day (including weekends and holidays). Students may, **at the discretion of the instructor**, have a late assignment excused with proper documentation.

MISSED TESTS/EXAMS

Students who miss a test/exam will receive a mark of zero unless students who wish to write the make-up test/exam give their instructor a written request for special consideration which explains why the test/exam was missed, accompanied by **proper documentation from a physician or college registrar**. A request should be accompanied by contact information (the

student's telephone number and email address) so the date, time and place of the make-up test can be communicated to the student. A student who misses a test/exam and the subsequent make-up test/exam for a valid reason will not have a third chance to take the test/exam.

DOCUMENTATION FROM YOUR PHYSICIAN OR COLLEGE REGISTRAR FOR LATE/MISSED ASSIGNMENTS, TESTS, AND EXAMS

If you miss a test/exam or an assignment deadline, **do not** contact the instructor or a TA unless you have followed the steps described here. Telling the professor or TA why you missed a deadline or a test will not be considered.

- In case of illness, you must supply a duly completed Verification of Student Illness or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is not acceptable. **The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work at class or to your TA during their office hours.**
- If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). **The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work at class or to your TA during their office hours.**

REQUESTS FOR RE-GRADING ASSIGNMENTS/TESTS

All requests for re-grading course assignments/tests should be made to your TA **within 24 hours of the date the coursework was made available for return**. A short memo that clearly explains the reasons why your assignment should be re-graded must be submitted to your TA. **No re-grading requests will be considered if the request is submitted more than 24 hours after the assignment was returned. This deadline applies to all students. Be advised that requesting a re-grade may result in a lower mark.**

USE OF WRITING CENTRES

All students are encouraged to use their available writing centres. Writing tutors help you to think through your ideas, develop a thesis, organize your paper, present your evidence effectively, argue logically, and express yourself more clearly and concisely. Proofreading and copyediting for spelling, grammar, or format are *not* within the primary scope of the writing labs' services.

ACADEMIC INTEGRITY

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.

- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including working in groups on assignments that are supposed to be individual work, having someone rewrite or add material to your work while “editing”.
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else’s answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor’s notes.
- Falsifying institutional documents or grades.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the U of T Writing Website:

<http://www.writing.utoronto.ca/>