

## **SOCIOLOGY 352-901: ORGANISATION OF WORK**

*Summer Session 2020 Term 2 (3 credits)*

*July – August 2020*

### **PRELIMINARY SYLLABUS: SUBJECT TO CHANGE**

#### **LAND ACKNOWLEDGMENT**

This course takes place on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) People. These lands have always been a place of learning for Musqueam youth, who were instructed in their culture, history, and tradition, and who in turn shared their knowledge with a new generation.

#### **INSTRUCTOR:**

Dr. Dan Small, PhD, MPhil  
Office: ANSO 153 (office hours will take place online)  
Office Hours: Thursday 5:00-6:00pm or by appointment  
Email: [dansmall@mail.ubc.ca](mailto:dansmall@mail.ubc.ca)

#### **TEACHING ASSISTANT:**

Brett Matsushita  
Email: TBA  
Office Hours: TBA

#### **TIME:**

Tuesday and Thursday 2:00-5:00pm  
First Day of Class: 7 July 2020

#### **LOCATION:**

Online

#### **LAST DAY OF CLASS:**

13 August 2020

#### **COURSE DESCRIPTION**

This course examines work as an ever changing social construction that has been fabricated into a commodity.<sup>1</sup> Much of our lives revolve around work. For many of us, work will account for roughly 50% of our waking lives between the ages 19 and 67 (estimating 8 hours of work per day). This does not include preparatory activities or travel time to and from the workplace. Like many sociology courses, we begin with a question: what, exactly, is work? Is anything that expends human energy such as exercise, making a breakfast, brewing an espresso, riding a bicycle, reading a novel or gardening work? Most students of this course, for example, will be diligently *working* on their university education as part of a journey towards some type of anticipated employment. Is school work actually work? Does work only pertain to paid employment? What about illegal, volunteer or unpaid work, forced labour by prisoners or those activities that take place in the home sphere by one partner while another engages in the paid workforce? Why are some workers or areas of work more socially or economically valued than others? Why are some individuals unable to obtain work or forced into precarious forms of employment? What does work actually mean to us as individuals and our identity in the social world? The discipline of sociology can help us answer these questions.

#### **GOALS**

The first aim of this course is to dig a little deeper by challenging some of our pre-conceived, naturalized, notions of work. This objective is fundamental to the discipline of sociology itself:

”The fascination of sociology lies in the fact that its perspective makes us see in a new light the very world in which we have lived all our lives” (p. 20-21).<sup>2</sup>

Students will discover that work, while typically economic in nature is also tied to our search for meaning, our identity and our self in society. The course's second overarching goal is to present a compelling case for the importance of sociology's methods, data and analysis in understanding work.

### **COURSE THEMES**

Despite the fact that an examination of work has been central to enterprise of sociology since its beginnings studying industrial capitalist society, a consistent and unified sociology of work has not emerged.<sup>3</sup> The study of work is therefore richly diverse and influenced by the theoretical and methodological position of sociologists in their respective areas. As a result, this course can only offer a very general survey of key topics of interest relative to the sociocultural organisation of work. To this end, the lectures have been developed to supplement rather than summarize the textbook and reading material. Over the past twenty years, the instructor has maintained an applied focus in the development of a range of low, medium and high threshold work opportunities and social enterprises for individuals facing multiple barriers to their psychosocial tenure (e.g. poverty, HIV/AIDS, HCV, illicit drug use, homelessness, survival sex trade involvement, financial exclusion, unemployment, mental illness and conflict with the law). The instructor will draw on these employment initiatives, when possible, as case studies for sociological analysis in order to explore the relationship between work and personhood or membership in the human family.

### **PREREQUISITE**

Sociology 100, or instructor approval.

### **REQUIRED TEXTBOOK**

Watson T. Sociology, Work and Organisation. London: Routledge: Taylor and Francis; 2017.<sup>3</sup>

### **COURSE FORMAT**

The course takes place in an online format on Tuesday and Thursdays. Each Tuesday and Thursday class will consist of lecture in the first part of the class. The second half of each class will be devoted to topical videos related to a sociological examination of work, wider discussion and interaction with students around their assignments. *Students need to attend all lectures or watch the recordings.* I have attempted to design the assessments of learning to strike a balance between ensuring that they represent the same level of challenge as those of a third-year level winter session course while making it feasible within the abridged time frame of a six-week summer course. The 6-week time frame for the class requires that students stay on top of their readings and assignments.

Given that the course has an intensive timeline, I am setting the second half of each class aside for review of multimedia items related to work, collaborative review of student plans for assignments and wider discussion of issues that emerge from the readings and lecture. Students are required to watch all multimedia items that are shared in the second half of class as they will be included as part of the assessment of learning (see below).

### **READINGS**

The course is organized around textbook chapters and supplementary articles. Students will need to access the assigned articles on line or through the UBC library. They will need a campus wide login to access these materials.

## ASSESSMENT OF LEARNING

ASSIGNMENT	PERCENTAGE OF GRADE
<b>Term Paper Outline and Preliminary Literature Review</b>	<b>10%</b>
<b>Sociological Vocational Reflection</b>	<b>15%</b>
<b>Annotated Bibliography on Work: Contemporary Connections</b>	<b>20%</b>
<b>Lecture Reflection</b>	<b>20%</b>
<b>Research Paper</b>	<b>35%</b>
<b>Total</b>	<b>100%</b>

### **Term Paper: Outline and Preliminary Literature Review (10%: Due 23 July 2020)**

This assignment is also aimed at giving students a chance for an early start in laying the groundwork for their term paper. As such, they will need to identify the key issue related to precarious employment (in Canada) that they intend to examine, provide an outline how the paper will be organized and include a preliminary literature review. The outline will include a 250 word abstract that provides a pithy summary of the proposed term paper along with an list of specific academic sources upon which they will draw. The literature review will take the form of a reference sheet (in ASA format) with annotations. The annotations will be short and sharp: taking the form of a single sentence elucidating the logical connection of each academic source to a core segment of the paper. Essentially, each reference will have a sentence specifically explaining why the source is being included in their research paper. Each paper will need to include scholarly references that provide both sociological facts related to the topic as well as theoretical sources that will help students to engage with sociological theory related to their area of study. The Term Paper Outline and Literature Review is due 23 July at 2:00pm and should be submitted in PDF format via Canvas. The Term Paper Outline lecture will have a title page, student number, page numbers and a reference sheet (with ASA formatting).

### **Sociological Vocational Reflection (15%: Due 30 July 2020)**

For this assignment, students will write a 6-page (double-spaced) reflection about a work area with personal significance. Students will turn the sociological analysis around in order to offer a reflexive examination of their long-term vocational aspirations. If their academic work is connected to their plan for a career, then this will also form part of the analysis. If students do not have a plan for a long-term vocation, then they will choose a potential career path to explore for the purpose of the assignment. Students will need to offer a solid sociological picture of the employment area that they have chosen:

- how many people are employed in this realm?
- what does the actual job entail?
- how is it remunerated?
- where is it situated within societal structure?
- how is it valued culturally?
- what are the demographics of workers in this area?
- what structural barriers, obstacles or constraints exist in relation to obtaining work area (e.g. education, entrance exams, professional certification)?

There are a number of reflexive questions that should guide the reflection:

- what societal or psychosocial motivations have contributed to your choice for a long-term vocation?

- what will happen if you are unable to reach your career goal? How will you conceptualize this outcome?

The first objective of this assignment is to combine sociological analysis with an element of reflexivity. The assignment will be graded according to the depth of reflection, originality, thoughtfulness and complexity of the sociological overview. Students may use the questions above as a guide but may, and should, add their own. The second objective is to give students a chance to employ sociology within the context of their own life. The Sociological Reflection is due 30 July at 2:00pm and should be submitted in PDF format via Canvas. The Reflection will have a title page, student number, page numbers and a reference sheet (with ASA formatting).

### **Annotated Sociological Bibliography on the Sociology of Work: *Contemporary Connections* (20% Due 6 August 2020)**

While there is no midterm or final in this course, students still need to complete all the readings. The readings provide students with a sociological foundation for their examination of work and society. For this assignment, students will create their own annotated sociological bibliography based on the readings for the course. This assignment will allow students to stay on top of their readings and demonstrate that they have engaged with the material by providing a pithy summary (i.e. 75 to 100-word paragraph) of the key sociological issues relating to work and society that emerge for **ten** of the course's required readings. The sociological annotation needs to go beyond a reiteration of the abstract of the article. Students need to demonstrate that have read and *reflected* on the textbook chapter, scholarly article or assigned film (typically shown in the second half of each class). The summary should provide an answer the following questions: *why was this article, chapter or film included in the reading and how does it relate to a sociological examination of work?* Moreover, the final portion of the annotation will give students a chance to make a contemporary connection to the readings by locating a multimedia resource that connects to each article from the assigned reading list (e.g. movie, television show, news story, YouTube video, documentary, TedTalk, blog, website, social media). This portion of the annotation needs to include a short-sharp (1 to 3 sentences maximum) explanation describing how the supplementary material (the contemporary connection that the student identifies) relates to the subject area of the article. The annotated bibliography is intended to help students to develop a resource file should they choose to continue academic work in this area. Each annotation should include a bibliographic link to the multimedia source that each student uncovers in relation to the contemporary link that they identify. The Annotated Bibliography will be *single-spaced* and have a title page, student number, page numbers and a reference sheet (with ASA formatting) and should not be any longer than 5 pages in length. The Annotated Bibliography is due on 6 August at 2:00pm and should be submitted (uploaded) as a PDF via Canvas. For the purposes of the assignment, students are only required to complete annotations for **ten** of the course chapters or scholarly articles (*and any multimedia items reviewed in the second half of the class*).

### **Sociological Reflection on the Course Lectures (20% Due 13 August):**

Again, although there is no midterm or final in this course, students still need to attend all the lectures over course the term. The lectures will be recorded so they are available for students that have to miss a live lecture. This assignment gives students an opportunity to demonstrate that they have *reflected* on the key themes for each lecture. It is also meant to encourage students to be public scholars by making connections between academic knowledge (sociology) and everyday life. For the assignment, students will need to provide a 75 to 100-word summary of the key themes and theoretical concepts introduced for *eight* of the course lectures. Moreover, students need to demonstrate that have *contemplated* each lecture and its themes by describing a personal learning outcome related to a sociological examination of work. The personal learning outcome will take the form of a sentence or two outlining a key issue that they have discovered, understood or contemplated in relation to work as a result of each *individual* lecture upon which they have chosen to reflect. In addition, students will also need to make a contemporary connection between the key themes of each lecture and a current issue pertaining to work

that they have identified within the public realm (e.g. a movie, movie, documentary, personal experience, news story, YouTube video, TedTalk, blog, website, social media). Students will need to provide a short-sharp explanation (1 to 3 sentences maximum) of how the item they identify is connected to the lecture theme. As with the annotated bibliography, students will need to provide a specific bibliographic link for contemporary connection that they identify (the lecture reflection assignment will be *single-spaced* and have a title page, page numbers and a reference sheet with ASA formatting). The Sociological Reflection on Course Lectures is due on 13 August at 2:00pm and should be submitted (uploaded) as a PDF via Canvas. This assignment should be no longer than 5 pages in length including title page and reference sheet.

### **Research Paper (35% Due 13 August)**

Students will write a 3000-word (*maximum*) research paper that provides a sociological examination of an area of precarious employment in Canada. Precarious employment is a significant issue in Canada with ramifications for individuals, communities and the wider economy.<sup>4</sup> Precarious employment is differentiated by high levels of employment insecurity.<sup>5</sup> Although it can exist in permanent full time employment, precarious work is typically part-time, temporary and poorly compensated. It is an area that often employs vulnerable or marginalized workers and is characterized by financial insecurity, inadequate regulatory protection, benefits and training. This category of work is also associated with reduced mental and physical health outcomes.<sup>6</sup>

The overall aim of the paper is to call upon the field of sociology to engage in a systematic and objective examination of a key issue relating to work in Canada. In your essay, you will provide a sociological picture of a precarious employment area in Canada along with an ethnographic sketch of the employment experience of workers in this realm. The paper should describe the meaning of the “precarious employment” from a sociological perspective. After providing a short overview of the area of precarious work, students are expected to undertake a sociological analysis the topic. There are a number of sociological questions that students might use to guide their essay. What makes this work precarious? Why does this work exist? What is the sociological context; what are the relationships between work and society in this instance? Is there a specific sociological theory and related evidence that could be employed to shed light on the issues at play?

Sociologically speaking, your essay should attempt to answer a key question: why are the individuals that you have identified precariously employed? Furthermore, you will take on the role of a public sociologist in your essay in order to develop some suggestions for a sociological action plan that addressing the area of precarious employment. This plan may take many forms (e.g. academic questions, community or action based research, policy, recommendations). This portion of your paper provides you with an opportunity to demonstrate that sociology matters, that it is relevant and that it can be effective for addressing as well as understanding the relationship between work and society.

The paper will be due in class on 13 August 2020 at 2:00pm and should be submitted (uploaded) as a PDF via Canvas. Text beyond the 3000-word maximum (students are required to provide a word count) will not be graded in order to encourage students to organize their thoughts concisely and, hopefully, improve their papers. Papers should be in a 12pt traditional font such as Arial or Times New Roman with one-inch margins. Each paper should be stapled and have a cover page with the title of the paper, name of the student and student number. The pages of your paper should be numbered in the upper right hand corner, and the final word count should appear at either the beginning or the end of your paper.

Please note that emailed copies of assignments will not be accepted as inevitably some of them are lost (e.g. junk mail filters) or misdirected (wrong email address).

All papers should have a “References” section that includes all the sources that have been have cited in the paper. Please do not include other source materials that have not been directly referenced in the

paper. With regard to reference style for the paper, students should use the American Sociological Association (ASA) style. The entire style guide is available for purchase on the ASA website. A quick overview guide is available free of charge (students can find the document by performing an internet search for “Quick Tips for ASA Guide”). The entire style book is available in the UBC Koerner library as a non-circulating reference book (Call Number: [HM569.A54 2014](#)).

Some referencing systems, such as the Chicago Manual of Style (CMOS) provide a choice between two different systems: notes (along with bibliography) and the author-date system. The social sciences, as a rule, tend to utilize the latter system: with the author and date in a short form within the text that is subsequently expanded within the reference section at the end of the paper. As a result, students should rely on the *author and date* method as opposed to the notes approach. The author and date method seems to help the flow of the paper and make it a little easier to follow. If students have any trouble locating a resource for the referencing style for the paper, then please don't hesitate to contact the instructor.

### **LATE ASSIGNMENT POLICY**

Hard copies of student papers are due on 13 August 2020 at 2:00pm. Papers submitted late will be deducted 4% per day and will not be accepted after 20 August at 2:00pm. If there is a health condition or family situation that may affect your ability to meet a deadline, please let me know in writing (email is fine), in advance if possible.

### **INCOMPLETE ASSIGNMENTS**

All of the assignments and exams in the course must be completed in order to receive a passing grade.

### **GRADING**

Grading will be made in accordance with the UBC grading scale as described in the UBC Academic Calendar.

### **PLAGIARISM**

Plagiarism sometimes happens when students panic or feel overwhelmed. As your instructor, I am here to support your learning. Please contact me to discuss your situation PRIOR to reaching the point where you feel yourself in a panic situation. Students are encouraged to review the publication *Plagiarism Avoided* on the UBC Faculty of Arts website, which includes helpful examples of, and practical strategies to avoid plagiarism. Students can also examine the Guide to Academic Integrity at UBC that provides tips for avoiding plagiarism: <http://learningcommons.ubc.ca/guide-to-academic-integrity/>. If the links on plagiarism do not work, then please perform an Internet search on tips to avoid plagiarism at UBC. If students have any trouble with locating the material on suggestions for avoiding plagiarism, then please don't hesitate to contact the instructor.

### **EARLY ALERT**

I understand that academic work, while important, is only a portion of a student's lifeworld. Over the course of the term, I try my best to watch for students who are experiencing challenges with regard to their academic work or overall well-being. If I am concerned about your academic work or well-being, then I will connect with you. You are always welcome to reach out to me if you feel that I can be of assistance. If I have ongoing concerns, then I may take the extra step to support your well-being by engaging with the UBC Early Alert system. The UBC Early Alert system gives faculty, staff and teaching assistants the opportunity to use a secure, confidential, online form to identify academic, economic or mental-health concerns about students more rapidly so that a response can be coordinated as necessary. Early Alert advisors review the situation and develop an action plan as required with the goal of linking students to resources such as counselling, academic advising, financial advising or supports aimed at helping them maintain their well-being, manage obstacles in their lives and work towards reaching academic and personal goals. If I feel compelled to submit an Early Alert on your behalf, please

understand that I only do so because I care about your academic and psychosocial health. For more information on UBC's Early Alert system, please visit: [earlyalert.ubc.ca](http://earlyalert.ubc.ca).

### **ACADEMIC INTEGRITY**

Students must abide by the academic integrity rules of the Faculty of Arts. The overarching theme of academic integrity is that your work must be, in fact, your own work. All students assume full responsibility for the content of the academic work that they submit. Plagiarism, using notes during a test, or copying from another student will result in a failed grade for the course. The UBC library maintains an excellent web-based resource on Academic Integrity and students should review the web site: <http://learningcommons.ubc.ca/guide-to-academic-integrity/>. If the links to the site do not work, then please perform an Internet search on academic integrity at UBC. If students have any trouble with locating the material, then please don't hesitate to contact the instructor.

### **ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Academic accommodations are available for students who have a documented disability. Please provide me with a letter from the Centre for Accessibility department at UBC <https://students.ubc.ca/about-student-services/centre-for-accessibility> that identifies the academic accommodations for which you are eligible in an academic setting. Students do not have to share information about their disability with the instructor. Disability documentation is to be provided to the department of Access & Diversity. All accommodations must be approved through the Disability Resource Centre (Students can review the access and diversity policy on academic accommodations for students with disabilities at the Centre for Accessibility department at UBC (<https://students.ubc.ca/about-student-services/centre-for-accessibility>)).

### **ACADEMIC CONCESSION**

In the event that students experience unanticipated events or circumstances that interfere with their ability to accomplish academic work, the university has a policy aimed at supporting students in their academic pursuits through the application of academic concessions. You may be eligible for academic concession when one or more of the conditions listed below unexpectedly hinders your ability to complete an assignment or participate in classes or an examination (i.e. Medical circumstances, Compassionate grounds, Conflicting responsibilities). Conflicting responsibilities that create grounds for academic concession are beyond the student's control and normally arise after the student has registered in courses such as:

1. being absent from campus to represent the University, British Columbia or Canada in a competition or performance
2. attending meetings required as a member of a University governance body  
being called to serve in the military
3. needing to work to support oneself or one's family but only when the need changed after the student registered in the course
4. a change in the need to provide care for a dependent or family member  
being required to attend a court session as a witness, jury member, or party  
being required to attend a hearing on a matter of university discipline or academic standing
5. being required to report to a government office for immigration or citizenship proceedings
6. participating in a religious observance (see UBC Board Policy #65)

Conflicting responsibilities *do not* include travel or social plans that conflict with class or exam schedules unless the travel is related to another valid ground for academic concession.

Students facing circumstances that constitute grounds for concession set out in the university's academic calendar ([Read UBC's policy on academic concessions](#)) may submit a request for academic concession. Arts Students must contact Arts Advising as soon as you are aware you may need an in-term concession.

Please review [their website](#) for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction.

Students must contact me/your TA via email as soon as you are aware you may need an [in-term concession](#). I/They will adjudicate the request. Please include a Student Self-Declaration form, found on the [Arts Advising website](#). Students are responsible for submitting their requests as soon as possible. If you need immediate emotional, mental, or physical support, find a [UBC health and wellness resource](#) to help you. If you require a second concession, you must make your request to your Faculty Advising Office.

### **LECTURE AND READING SCHEDULE**

The syllabus and lecture schedule is dynamic and, as such, the lecture themes will be open to alteration depending on the flow of the course as it plays out (e.g. to respond to emerging contemporary sociological of interest that arise with respect to the study of work or the pace of the group presentations and schedule).

**Week One (7 July 2020) Lecture:** *Introduction to the Sociology of Work, Society and Organization: What is Work?*

#### **Required Reading**

Heller N. *The Bullshit-Job Boom*. New Yorker. 2018.<sup>7</sup>

Watson T. Chapter 1: Studying work, society and organisation. *Sociology, Work and Organisation*. London: Routledge: Taylor and Francis; 2017: 2-27.

#### **Learning Objectives**

By the end of the introduction, students should have a sense of the key questions that will be raised in the course and an understanding of its direction, evaluation and assignments.

#### **Second Half of Class**

*Review of Assessments of Learning: Assignment Discussion and Getting to Know Students*

**Week One (9 July 2020):** Students will watch a film: Moore M. *Roger and Me*. Warner Brothers; 1989.<sup>8</sup>(90 minutes).

#### **Required Reading**

Watson T. Chapter 2: Analysing work and organisation: scientific management, human relations and negotiated orders. *Sociology, Work and Organisation*. London: Routledge: Taylor and Francis; 2017: 28-53.

#### **Learning Objectives**

This award-winning film explores the impact of the closing of automobile plants in Flint Michigan. The remaining portion of the class will focus on student impressions of film. *Watching of the film is required as part of the course content. The film will be included as an entry for student's annotated bibliography. Students who are unable to attend class to watch the documentary are watch it online (it is also available at the UBC library).*



**Week Two (14 July 2020): Sociological Theory and Methods for Defining, Measuring and Analysing Work: An Overview of Orientations**

**Required Reading**

Watson T. Chapter 3: Analysing Work and Organisation: institutionalism, labour process and discourse analysis. *Sociology, Work and Organisation*. London: Routledge: Taylor and Francis; 2017: 54-86.

**Learning Objectives**

This week is aimed at providing students with a sense of the wider sociological context within which work exists, the market and the way in which it has been socially manufactured across time and space.

**Second Half of Class**

Students will watch the first portion of a film: Greenwald R. *Wal-Mart: The High Cost of Low Price*. Barve New Films; 2005 (99 minutes).<sup>9</sup> This film provides students with a critical examination of a multinational corporation. *Watching of the film is required as part of the course content. The film will be included as an entry for student's annotated bibliography. Students who are unable to attend class to watch the documentary are watch it online (it is also available at the UBC library).*

**Week Two (16 July 2020) Lecture: The Social Construction of Work Value and Inequality**

**Required Reading**

Cech EA. Ideological Wage Inequalities? The Technical/Social Dualism and the Gender Wage Gap in Engineering. *Social Forces* 2010; **91**(4): 1147-82.

**Optional Reading**

Fuller S. Segregation across Workplaces and the Motherhood Wage Gap: Why Do Mothers Work in Low-Wage Establishments? *Social Forces* 2017.

**Learning Objectives**

The goal of this portion of the course is to introduce students to the sociological context within which work or workers are valued or less valued. By the end of this lecture, students should have a clear understanding of labour as a sociocultural creation that is rooted in cultural values and social arrangements.

**Second Half of Class**

Students will watch the second portion of a film: Greenwald R. *Wal-Mart: The High Cost of Low Price*. Barve New Films; 2005 (99 minutes). The remaining portion of the class will explore student impressions of the film.

**Week Three (21 July 2020) Lecture: Precarious Employment: Employment Insecurity and Inequality**

**Required Reading**

Lindsay B. Foreign workers allege 'life savings' paid for Mac's jobs that didn't exist. 2017. <https://www.cbc.ca/news/canada/british-columbia/foreign-workers-allege-life-savings-paid-for-mac-s-jobs-that-didn-t-exist-1.4297799><sup>10</sup>

Zhang S, Zuberi D. Evening the keel: Measuring and responding to precarity in the Canadian labour economy. *Canadian Public Administration* 2017; **60**(1): 28-47.

**Optional Reading**

Fuller S, Stecy-Hildebrandt N. Lasting Disadvantage? Comparing Career Trajectories of Matched Temporary and Permanent Workers in Canada. *Canadian Review of Sociology* 2014; **51**(4): 293-324.

### **Learning Objectives**

The goal of this section is to build on the sociological premise that the value of labour is not a natural and stable phenomenon. By the end of this lecture, students should have insight into the sociocultural and experiential characteristics of precarious employment.

**Second Half of Class:** Students will watch the first half of a film: Lee MS. *Migrant Dreams*. Canada: Cinema Politica. (88 minutes)<sup>11</sup> *Watching of the film is required as part of the course content. The film will be included as an entry for student's annotated bibliography. Students who are unable to attend class to watch the documentary are watch it online (it is also available in a DVD format at the UBC library).*

**Week Three (23 July 2020) Lecture:** *Culture, Ethnography and Meaning Centred Approaches to Work: Sociology and Social Enterprise (Case Study: East Van Roasters Chocolate Shop for Women in Recovery)*

### **Required Reading**

Watson T. Chapter 9: Culture, Work Orientations and the Experience of Working. *Sociology, Work and Organisation*. London: Routledge: Taylor and Francis; 2017: 272-99.

Watson T. Chapter 10: Identity, Narrative and Emotion in and Out of Work. *Sociology, Work and Organisation*. London: Routledge: Taylor and Francis; 2017: 300-34.

### **Learning Objectives**

This segment of the course is aimed at providing students with a window into the social construction of work and its relationship to personhood or membership in the human family.

**Second Half of Class:** Students will watch the second half of the film: Lee MS. *Migrant Dreams*. Canada: Cinema Politica. (88 minutes)<sup>11</sup> The remaining portion of the class will explore student impressions of the film.

**Week Four (28 July 2020) Lecture:** *Public Sociology and Work*

### **Optional Reading**

Brook P, Darlington R. Partisan, scholarly and active: arguments for an organic public sociology of work. *Work, Employment and Society* 2013; **27**(2): 232-43.

Small D. Fools rush in where angels fear to tread: Playing God with Vancouver's Supervised Injection Facility in the political borderland. *International Journal of Drug Policy* 2007; **18**: 18-26.

Small D. Cultural Alchemy and Supervised Injection: Anthropological Activism and Application. *Practicing Anthropology* 2016; 39(2): 26-31.

### **Learning Objectives**

This session of the course is intended to facilitate an understanding of public sociology and to give students an opportunity to contemplate its application in the realm of work.

### **Second Half of Class**

In the second half of the class, students will watch the first portion of a videotaped lecture featuring Michael Burawoy's impassioned plea for public sociology in his famous address to the

American Sociological Association: Burawoy M. For Public Sociology. Michael Burawoy's Presidential Address to the ASA, August 2004. UC Berkeley Sociology; 2017 (70 minutes).<sup>12</sup> The lecture is available online (<https://www.youtube.com/watch?v=jDDnBr9bUlw>).

**Week Four (30 July 2020) Lecture:** *Sociological Examination of the LEAN model and its wide-ranging effects on the workplace*

### Required Reading

Krafchik JF. Triumph of the lean production system. *Sloan Management Review* 1988; **30**(1): 41-52.

Watson T. Chapter 6: Control and Variation in Organizational Shaping and Human Resourcing. *Sociology, Work and Organisation*. London: Routledge: Taylor and Francis; 2013: 171-203.

### Learning Objectives

By the end of this section of the course, students should have a critical understanding of a workplace approach that has had remarkable impact in a wide-range of sectors including academia, healthcare, education, banking, hotels, airlines as well as public and e-services. This segment is also intended to illustrate how a sociological approach can look past the readily apparent, question common sense and highlight unanswered questions with respect to accepted work methodologies.

### Second Half of Class

Students will watch the second portion of a Burawoy M. For Public Sociology. Michael Burawoy's Presidential Address to the ASA, August 2004. The remainder of the class will be devoted to discussion of student impressions of the renowned lecture.

**Week Five (4 August 2020) Lecture:** *Work in the Sociological Borderland: Involuntary, Incarcerated or Programmatic Labour (Case Study: Patient Work in a Forensic Psychiatric Institution and Community Mental Health Organization): Vocational Rehabilitation Programs: Exploitation, Employment or Rehabilitation?)*

### Required Reading

Hodal K. One in 200 people is a slave. Why? *The Guardian*. 2019.

(<https://www.theguardian.com/news/2019/feb/25/modern-slavery-trafficking-persons-one-in-200>)

Walk Free Minderoo Foundation. Global Slavery Index: Canada. 2020.

<https://www.globalslaveryindex.org/2018/findings/country-studies/canada/> (accessed 22 May 2020).<sup>13</sup>

Video: International Labour Organization. *Lured by a job, trapped in forced labour*. International Labour Organization; 2014. <sup>14</sup>(1 minute, 17 seconds)

### Optional Reading

McKay C, Nugent KL, Johnsen M, Eaton WW, Lidz CW. A Systematic Review of Evidence for the Clubhouse Model of Psychosocial Rehabilitation. *Administration and Policy in Mental Health and Mental Health Services Research* 2016: 1-20.

### **Learning Objectives**

By the end of this portion of the course, students should have a sociological view of a work within the context of mental health in Canada. They will also be familiar with the case study of institutional program existing in a liminal zone between work and psychiatric rehabilitation.

\*Term Papers Due

### **Second Half of Class**

In the second half of the class, students will watch the first portion of a film examining a legal case related to the world's second largest employer (1.7 million employees including franchises<sup>15</sup>): Loach K. *McLibel*. United States: Spanner Films; 2005. (85 minutes).<sup>16</sup> *Watching of the film is required as part of the course content. The film will be included as an entry for student's annotated bibliography. Students who are unable to attend class to watch the documentary are watch it online (it is also available in a DVD format at the UBC library).*

**Week Five (6 August 2020) Lecture:** *The Social Invention of Occupations and Professions: (Case Studies: Physician-hood as a Profession and the Transformation of Marginalized Healthcare Recipients into Dignified Healthcare Workers)*

### **Required Reading**

Watson T. Chapter 7: Occupations and the Social Organization of Work. *Sociology, Work and Organisation*. London: Routledge: Taylor and Francis; 2013: 204-39.

Small D. An anthropological examination of an exotic tribe: The Naicisyhp. *BC Medical Journal*. 2010; 53(1) <http://www.bcmj.org/newsnotes/anthropological-examination-exotic-tribe-naicisyhp><sup>17</sup>

### **Optional Reading**

Miner H. Body Ritual among the Nacirema. *American Anthropologist*. 1956;58(3):503-7.

### **Learning Objectives**

This section of the course provides a local case study of low threshold employment initiatives aimed at engaging and employing active injection drug users into the doorway of employment. By the end of this portion of the course, students should have a sense of the relationship between meaningfulness and work. They should also be familiar with the sociological process by which a marginalized group underwent a sociological transformation from social outcasts to valued workers in the healthcare industry.

### **Second Half of Class**

Students will watch the second portion of a film: Loach K. *McLibel*. United States: Spanner Films; 2005. The remaining portion of the class will explore student impressions of the film.

**Week Six (11 August 2020) Lecture:** *Resistance, Labour Standards and the Organization of Workers and Unions in Canada*

### **Required Readings**

Byford I, Wong S. Union formation and worker resistance in a multinational: A personal account of an Asian cabin crew member in UK civil aviation. *Work, Employment and Society*; 30(6): 1030-8.

Watson T. Chapter 11: Conflict, Mobilisation and Regulation at Work. *Sociology, Work and Organisation*. London: Routledge: Taylor and Francis; 2017 [NB Students only need to read 353-63 from this chapter].

**Learning Objectives**

At the completion of this portion of the course, students should be able to provide an historical and sociological analysis of the union movement in Canada.

**Second Half of Class**

This time is set-aside for students to complete the finishing touches on their term papers

**Week Six (13 August 2020): Lecture: *Overview of Key Themes***

**Required Reading**

Watson T. Chapter 12: Resistance, Mischief, Humour and the Defense of Self. *Sociology, Work and Organisation*. London: Routledge: Taylor and Francis; 2017: 364-89.

**Optional Reading**

Burawoy M. Introduction: Sociology as a combat sport. *Current Sociology Monograph* 2014; 62(2): 140-55.

**Learning Objectives**

By the end of this lecture, students should be familiar with the key themes of the course and possess a firm understanding of a sociological approach to understanding work. Hopefully, by this point in the course, they will also be convinced of the utility, in fact necessity, of sociology as a discipline for understanding the sociocultural phenomenon we know as work.

**Second Half of Class**

Wider informal discussion with the class regarding potential applications of sociology. Where do we go from here? What can a student do with sociology? What sociological adventures are possible?

\* Last Day of Classes: 13 August 2020