

Sociology 352: The Organization of Work

Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

Contacts

Course Instructors	Contact Details	Office Hours
Instructor: Sylvia Fuller	sylvia.fuller@ubc.ca	Tuesdays 1:30-2pm PDT via zoom or book appointment via calendly
TA: Mark Shakespear	m.shakespear@ubc.ca	Thursdays 1:30-2pm PDT via zoom or by appointment

Course description

Work is among the most important social institutions in modern society. Work is central to all our lives, and the organization of paid and unpaid work shapes our experiences in fundamental ways. Complicated divisions of labour make our everyday activities possible, and our own position in this division of labour influences the relative resources and status we enjoy in society more broadly. But how is it that we come to organize human labour in particular ways? Why are some people more likely to do certain kinds of work than others? Why are some jobs more prestigious and/or highly paid than others? How and why does the organization of work change over time? These are some of the questions we will address in this class. Key topics discussed include the division of paid and unpaid labour in the global economy, the relationship between work and family life, gender and ethnic inequality at work, and how social policy and resistance movements can make work more rewarding and equitable.

Course Structure

We are doing our best to work in unfamiliar ways in the midst of a global pandemic. I know that students are at higher risk of dealing with serious illness, stress, financial difficulties, grief and trauma. I am a reasonable person, and if you are having difficulties, please reach out to me and I will try to accommodate your situation and help if I can. I hope you will extend consideration to me in turn if I have difficulties teaching due to the pandemic. Consider this syllabus provisional

- we will evaluate how things are going at the mid-point of the course and make changes if necessary.

I have tried my best in adapting this course to the online environment to design it in a way to *maximize flexibility* and *minimize additional stress* while still *building community* and meeting course objectives.

What does this look like in practice?

You may choose to participate in the course synchronously or asynchronously.

There will be weekly zoom meetings during the scheduled class times. I will aim to keep these meetings to an hour, and lecture portions to 1/2 an hour to reduce zoom fatigue. Tuesdays will typically be devoted to contextualizing and reinforcing key insights from course materials. Thursdays will usually involve discussions and in-class assignments with a consistent breakout group to extend and apply these insights and to help you build both skills and connections with one another. *These meetings are optional*. If you do not actively participate in the zoom meetings, you are expected to discuss class materials and issues via the canvas discussion boards and complete individual versions of the assignments. Lecture portions of the zoom meetings (but not breakout discussions) will be recorded and posted to canvas.

The course is not designed for you to complete at your own pace – we will be progressing through the material together. However, there is considerable flexibility in when you need to complete particular assignments, and a buffer of assignments that can be completed at any point in the semester to give you the chance to catch up if you fall behind or work ahead if you so choose.

Learning Outcomes

Over the course of the semester I hope you will:

- Become familiar with the key concepts and theoretical frameworks guiding contemporary sociological research on the work
- Develop an understanding of patterns of work and their consequences are shaped by the intersection of multiple social forces.
- Enhance your skills in writing, sociological analysis, and collaboration
- Learn something new and interesting, take an intellectual risk, make connections with your peers, and have fun.

Learning Activities

Course learning activities will include:

- Class discussion of reading and other course materials via zoom seminar or discussion boards

- 4 written commentaries on course materials
- In-class individual and collaborative assignments (can be completed asynchronously and individually)
- Take-home final exam

Learning Materials

All learning materials are free and available via links in the course schedule on the course homepage.

Assessments of Learning

Participation (zoom seminar or discussion board)	15%
Critical commentaries	30%
In-class assignments	25%
Final exam (take home)	30%

Participation

Throughout the course, there will be many opportunities for students to participate in class and engage with the course material. During virtual class meetings, students can participate and engage by asking/answering questions & offering comments verbally or in the chat window, and contributing to "break out" group discussions. For those who cannot attend the class meetings synchronously, participation can be in the form of activity on the class discussion board. Students can offer their thoughts/make connections on the discussion board and are encouraged to comment on their classmates' posts.

It is our joint responsibility to ensure that all of our engagements with each other are respectful and considerate.

Critical commentaries

You will complete **4 written reflections** on weekly readings over the course of the term.

Three of these must be submitted in the weeks corresponding to the readings you discuss, one may be submitted at any point in the semester (e.g. you can submit a reflection on week 2's readings in week 6). The goal is to ensure you are able to cover the course materials while having a buffer in case circumstances impede your ability to do school work in a given week.

In-class assignments

Throughout the term there will be activities/assignments related to weekly topics. If the timing works for you, Thursdays zoom class is an excellent time to work on this assignment as I will be

available to provide immediate help if you run into any problems and you will probably enjoy them more if you work on them in collaboration with your classmates. You may, however, also complete these activities/assignments individually and on your own time. You should be able to complete these assignments within an hour.

Detailed guidelines for each assignment will be posted throughout the semester. While I strongly recommend you work on the assignments as the course progresses, you may contribute at any time. Contributions that are made by the assignment due date will be graded at the time - later contributions will be graded at the end of the term.

Final exam

The final course assessment is a take-home final exam to be completed over the first week of the exam period. The exam will consist of essay and short-answer questions. You will have some choice in determining which questions to answer.

University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

Other Course Policies

Support

During the term, I will do my best to reach out and offer support if I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance.

In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counseling, or other resources and support to help you get back on track. The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

Accommodation

I am committed to ensuring that all students have the means to succeed in my course, and I am happy to accommodate students with disabilities who are registered with the Disability Resource Centre.

Inclusivity and respectful engagement

I will promote an inclusive teaching and learning environment. Because some of the material covered may be emotionally and politically charged, please be mindful of other students' identities and experiences with respect to bias and exclusion. Students from all backgrounds and perspectives will be valued and the racial, ethnic, gender, sexual, religious, and other forms of diversity that students bring to this class will be viewed as a resource and a benefit.

In this course, we will discuss topics that are potentially controversial. I want you to feel comfortable expressing your views and interpretations of class material. In order to ensure an open environment for such exchange, students should be respectful of each others' comments and avoid interrupting or dominating class discussion. It is fine – and indeed encouraged – for you to disagree with one another (and me), but please be respectful of others.

Missed assignments, late policy

I have designed the assignments to provide flexibility for you to arrange your work-load and reduce the likelihood you will need to make up a missed assignment. Please try to plan your work schedule to allow for disruptions (i.e. get some commentaries under your belt relatively early in the semester if you can). I appreciate that this is not a normal semester and will make further reasonable accommodations on a case-by-case basis as needed.

You may have an automatic three-day, no questions asked extension on all assignments and the final exam. If you are struggling to finish your work beyond the grace period, please contact me directly.

In-class assignments are typically collaborative and have due dates to help you learn from each other. This also helps spread grading out throughout the semester and thus grade your assignments promptly. Do complete them on time if you can. I will, however, accept late contributions without penalty. Assignments that are handed in late will not be graded until the end of the semester.

Academic integrity

Students are under a lot of stress, and cheating can be tempting if you are feeling desperate. I am always here to help if you are struggling with an assignment. Please don't hesitate to reach out and ask for support if you need it. I aim to be flexible with assignments where possible, but it is important that all scholars, including students, act with academic integrity. Any work submitted by a student in this course should be the student's own work. I *will* report academic misconduct if it occurs in my class. This is important to ensure that students do not engage in a pattern of academic dishonesty across classes. It is your responsibility to know what constitutes plagiarism and academic integrity. If you are unsure, please consult UBC's [resources on academic integrity](#).

Grade Appeals

Students have the right to review their marked assignments with me, providing they apply to do so within a month of receiving their final grades.

I take grading very seriously, and make every effort to provide you with a grade that honestly reflects the quality of your work. *Criteria for grading each assignment will be provided – please carefully consider the grading criteria before asking for a review of a grade.* In general, grades depend not only on comprehension of the material, but also critical and original analysis, clear and concise writing with no irrelevant material, and (to a lesser extent) spelling, grammar, and punctuation at a university level. If, after having read the comments and re-reading your answer, you believe the grade does not adequately reflect the quality of your work, return the assignment to me with short, specific, written comments arguing for why you think you deserve a higher grade. *It is best to do this within a week of the time the test/paper/assignment is returned.*

Learning Analytics

This course will be using Canvas which captures data about your activity and provides information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums

- Assess your participation in the course

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Recorded zoom lectures are provided to facilitate participation for students who can not attend in person or would like to re-view them. They are to be used for that purpose only and not to be distributed beyond course participants. This policy is designed to respect the privacy of other students.

Course schedule

The following table provides a schedule of reading assignments and activities/assessments for the term.

Week, Topic, & Lecture Slides	Readings	Activities & Assessments
<p>Week 1</p> <p>Historical and cultural foundations of commodified labour</p> <p>Jan 12 & 14</p>	<ul style="list-style-type: none"> • Sallaz, Jeffrey. 2013. "The Great Transformation of Work" • Peterson, Anne. 2020. "How to Work Through a Coup" 	<ul style="list-style-type: none"> • Complete remote learning survey • Introduce yourself • Read the Syllabus • In-class activity Your Best/Worst Work Experience
<p>Week 2</p> <p>(Post)industrial work and changing employment relations</p> <p>Jan 19 & 21</p>	<ul style="list-style-type: none"> • George, Molly. 2008. "Interactions in Expert Service Work" • Duffy & Wissinger. 2017. "Mythologies of Creative Work" • Mojtehdzadeh, Sarah and Brendan Kennedy 2017. "Undercover in Temp Nation" 	<p>Thursday (Jan 21): No virtual meeting. Instead:</p> <ul style="list-style-type: none"> • Listen to Hustled: A podcast on Foodora and the gig economy. Episodes 2 & 4. • Write a reflection paper to "Hustled"
<p>Week 3</p> <p>Domestic and caring work</p>	<ul style="list-style-type: none"> • Shafer, Kevin, Casey Scheibling, and Melissa A Milkie. 2020. The Division of Domestic Labor Before and During the COVID-19 pandemic in Canada • Daminger, Allison 2020. "De-gendered Processes, Gendered Outcomes: How Egalitarian Couples Make Sense of Non-egalitarian Household Practices" 	<p>In-class assignment Thursday</p> <ul style="list-style-type: none"> • Exploring divisions of domestic labour

Jan 26 & 28	<ul style="list-style-type: none"> Listen: Better life lab podcast, April 4 episode: Sand and Diamonds 	
<p>Week 4</p> <p>Feb 2 & 4</p> <p>The Division of Labour in the Global Economy</p>	<ul style="list-style-type: none"> Pratt, Geraldine. 2012. Families Apart Chapter 1, pg. 1-26. Ha, Tu Thanh. 2020. "14 hour days, unpaid overtime, treated like 'vectors of disease': Migrant care labourers detail working conditions during COVID-19 in new report" 	<p>Tuesday (Feb 4): No virtual meeting. Instead:</p> <ul style="list-style-type: none"> Watch Documentary: Bitter Harvest
<p>Week 5</p> <p>Feb 9 & 11</p> <p>Workplace Culture & Control</p>	<ul style="list-style-type: none"> Perlow, Leslie. 1998. "Boundary Control" Kantor, Jodi and David Streitfeld. 2015. "Inside Amazon" Steward, James B. 2013. "Google, A Place to Play and Work" 	
<p>Week 6</p> <p>Feb 23 & 25</p> <p>Work Schedules and the Promise of Flexibility</p>	<ul style="list-style-type: none"> Kelly, Erin and Moen, Phyllis. 2020 Fixing the overload problem at work Fuller, Sylvia and Elizabeth Hirsh. 2019. "Is Flexible Work the Answer to the Motherhood Pay Penalty?" Loggins, Kaye 2020. "Here's what happens when an algorithm determines your work schedule." 	<p>In class activity: Time Diary (no submission requirement)</p> <ul style="list-style-type: none"> Watch: Chung, Heejung "Flexible working and gender equality"
<p>Week 7</p> <p>March 2 & 4</p> <p>Parenthood & the Work-Family Interface</p>	<ul style="list-style-type: none"> Luhr, S. 2020. "Signaling Parenthood" Budig, Michelle et al. 2016. Motherhood earnings penalties and work-family policies: Is more always better? Watch and compare (very short): <ul style="list-style-type: none"> Danish Dad BBC Dad 	<p>In-class assignment Thursday:</p> <p>Exploring parenthood and employment cross nationally</p>
<p>Week 8</p> <p>March 9 & 11</p>	<ul style="list-style-type: none"> Oreopoulos, Phil. 2011. "Why Do Skilled Immigrants Struggle in the Labor Market?" Kang, Sonia K., et al. 2016. "Whitened Resumes: Race and Self-Presentation in the Labor Market" 	<ul style="list-style-type: none"> In-class activity: reflection on resume "whitening"
<p>Week 9</p> <p>March 16 & 18</p> <p>Discrimination and Social 'Fit'</p>	<ul style="list-style-type: none"> Chavez, Koji. 2020. Penalized for Personality: A Case Study of Asian Origin Disadvantage. Roderique, Hadiya. 2017. "Black on Bay Street." McCluney Courtney, et al. 2019. "The Costs of Code-Switching" Roberts, Laura and McCluney, Courtney. 2020. "Working from home while Black" and this 3-tweet thread: https://twitter.com/doc_thoughts/status/1345832753061883904 	<ul style="list-style-type: none">
Week 10	<ul style="list-style-type: none"> Wingfield, Adia Harvey and Koji Chavez. 2020. "Getting in, Getting Hired, Getting Sideways Looks" 	<p>Thursday (Nov 19): No virtual meeting, instead:</p>

<p>March 23 & 25</p> <p>Biased Structures & Cultures</p>	<ul style="list-style-type: none"> • Mundy, Liz. 2017. "Why is Silicon Valley so awful to women?" 	<ul style="list-style-type: none"> • Listen to: Podcast: Inside the Washington football team's culture
<p>Week 11</p> <p>March 30 & April 1</p> <p>Diversity Policies & Antidiscrimination Law</p>	<ul style="list-style-type: none"> • Dobbin, Frank and Alexandra Kalev. 2016. "Why Diversity Programs Fail" • Zaidi, Fatima. 2017. "Fixing Tech's Diversity Problem Means Creating a Culture of Inclusion" " • Hamilton, Amber 2020. "What's missing from corporate statements on racial injustice? The real cause of racism." • Lewis, Hayley 2019. "How smudging at work turned into a human-rights case for one First Nations man" 	<p>Thursday: In-class Activity - Resolve a Human Rights Tribunal Case, write a reflection on human rights case remedy</p>
<p>Week 12</p> <p>Worker Resistance and Collective Action</p> <p>April 6 & 8</p>	<ul style="list-style-type: none"> • Choudry, Aziz and Mark Thomas. 2013. "Labor Struggles for Workplace Justice: Migrant and Immigrant Organizing in Canada." • Conger, Kate. 2020. "Hundreds of Google Employees Unionize, Culminating Years of Activism" • Listen to: Hustled podcast episode 6 	<p>In-class Assignment: Exploring unionization in Canada</p>
<p>Week 13</p> <p>April 13</p> <p>Wrap up and review</p>		<ul style="list-style-type: none"> • Complete Course Evaluation • Complete Self-Assessment of Class Participation Survey