

Course Outline

COURSE:	FYSM 1502D
TERM:	Fall/Winter 2012-13
PREREQUISITES:	None
CLASS:	Day & Time: Tuesdays 2:35 – 5:25 pm Room: Please check with Carleton Central for current room location
INSTRUCTOR:	Professor Adrian Smith
CONTACT:	Office: C475 (Beside the Main Office of the Law & Legal Studies Department) Office Hrs: Thursdays (By Appointment) Telephone: ext. 3608 Email: Contact me through WebCT only

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Academic Accommodations for Students with Disabilities: The **Paul Menton Centre** for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

COURSE DESCRIPTION

This First-Year Seminar (FYSM) explores the impact of 'globalization' and the 'new economy' on the organization and regulation of work. A wide body of source materials are drawn upon -- including academic books and articles, judicial decisions, policy reports, popular non-fiction writing, newspaper clippings, photographs, 'youtube' videos and documentaries -- with the intent of thrusting students into the centre of the most pressing challenges of workplace regulation in the early twenty-first century. Are students workers? Can sex be work? Is racism 'good' for business? Should we abolish labour migration? Does slavery still exist? Students confront these and myriad other issues throughout the Fall and Winter semesters. Along the way, students are pushed to use self-reflection as a way to deepen their awareness of the changing nature of the workplace, and self-evaluation as a means to assess their intellectual development.

Taking Canada as the point of departure, the scope widens to tease out the implications in the global context. The seemingly rapid pace of change in the nature of work re-organization makes this an exciting yet perplexing

time to engage with this subject matter. Participants work collaboratively with the support of the instructor to examine theoretical assumptions and ideological implications of contemporary legal regulation of work. Sustained attention is devoted not only to deepening understanding of the complexities of workplace regulation today, but to evaluating potential responses and solutions. The second part of the course incorporates visual sociological methods and theories to help students bring a critical socio-legal eye to the main issues and themes.

Because FYSMs have dual purposes, the introduction of (a) academic skills (research, writing and oral communication) and (b) a substantive area of study (workplace regulation), one can expect a steep learning curve that can be lessened through full preparation for classes and active engagement in the classroom.

Office Hours & Communication

I encourage students to discuss questions and issues related to the course during class hours, on WebCT or in my office by appointment. Unless a question can be answered as a `yes` or `no`, **I do not respond to WebCT email questions from students related to the content of the course.**

REQUIRED TEXTS

Alan Sears & James Cairns, *A Good Book In Theory: Making Sense Through Inquiry* 2nd ed.. (Toronto: University of Toronto Press, 2010). This is now available.

A. Choudry, J. Hanley, S. Jordan, E. Shragge & M. Stiegman M, *Fight back: Workplace Justice For Immigrants* (Black Point: Fernwood Publishing, 2009). This will be available at the beginning of the 2nd Semester.

Biju Mathew. *Taxi! Cabs and Capitalism In New York City* (Ithaca & London: Cornell, 2005). (2nd Semester)

You will find these texts at Octopus Books, 116 Third Avenue, Ottawa (Glebe) - www.octopusbooks.ca/

* Additional readings will be posted.

SUPPLEMENTARY TEXTS

Students are encouraged to refer to a writing guide such as Strunk & White's *The Elements of Style*.

EVALUATION

(All components must be completed in order to earn a passing grade)

Fall Semester

Class participation	15%
Reaction papers & facilitation (varying dates)	10%
Mid-term Take-home Assignment (Due: Oct 18th)	5%
Essay proposal & Annotated bibliography (Due: Nov 29 th)	15%

Winter Semester

Class participation	15%
Reaction papers & facilitation (Jan 24th & varying dates)	10%
Major essay (Apr 5th)	30%

Class Participation

Weekly attendance is expected. However, participation is an active process and so merely "showing up" without getting involved is not sufficient. Anyone who attends but does not meaningfully engage will be deemed not to have participated. 'Meaningful engagement' is not an invitation for you to just talk aimlessly or for the sake of it. Class participation is measured in terms of quality and not quantity. Strive for thoughtful and respectful interventions. Those students who do the readings and class preparation ought not to have any difficulty.

Shyness is not an acceptable excuse for lack of participation. Effective oral communication is a skill of high importance in university and in future endeavours. I encourage shy students to speak to me immediately about devising strategies for improving in-class participation. Do not wait to speak to me about these issues at the end of the semester or course. It will be too late.

Throughout the seminar, all students will be encouraged to read, think and speak more systematically. The seminar format provides ample opportunities to practice these skills and develop them to your own personal style. Again, strive for thoughtfulness.

Reaction Papers & Facilitation: Fall Semester

In the Fall semester, students will write three 1-2 page reaction papers in response to specific assigned readings. A reaction paper calls for students to carefully consider or critique the main argument advanced by an author. First, provide the title of the reading and a summary of the main argument/thesis in no more than a paragraph. You might include, for instance, a description of the evidence or logic used to support the main argument. Second, select a specific part of the argument and “react” to it by discussing whether you agree or disagree and why. For instance, you might discuss whether the argument and supporting evidence is convincing, the main strengths or weaknesses of the argument and evidence, key points that are missing, ways to strengthen the argument, and so on. You may refer to other assigned readings to support your argument or for the purposes of comparing and contrasting. For instance, you might discuss how the present reading relates to other readings. However, additional research outside of the assigned course readings is not required.

On the days you submit a reaction paper you will be expected to act as a facilitator for discussion on your selected reading(s), or on topics and themes associated with your reading(s). During the course of the class, you can expect to be called upon to initiate discussion. A good rule to follow is to think of the analysis in your reaction paper for these purposes. You can expect that I will pose questions about the reading(s) ranging from those which establish the main arguments to those that call for critical analysis. You will be evaluated on your ability to present your ideas in a clear and thoughtful way.

If done properly, the reaction paper serves a number of important purposes. It helps to facilitate your class participation. It provides an opportunity to practice certain aspects of the academic writing process (planning and critical thinking; constructing and communicating an argument; editing for content and for syntax and grammar, and so on). As well, your reaction papers can serve as useful resources in the completion of the major essay.

A sign-up sheet and schedule will be provided early in each term to ensure we have a sufficient number of students available to present each week. Students must submit their reaction papers in class according to the schedule. Please submit the reaction papers in single-spaced format with 12 pt. font with the proper margins.

Mid-term Take-Home Assignment

Each student will be required to complete a take-home assignment. The assignment will be handed out in class on October 11th and must be submitted by the start of class on October 18th. Late assignments will not be accepted.

The open-book assignment will consist of answering 1-2 essay questions related to in-class discussions and readings. Students are not expected to use sources not included in the course materials. If you do use an outside source, please be sure that it is relevant and credible. For instance, using a journal article on an aspect of paid work in the United States to make a point about work in Canada, does not constitute a relevant source. Or, relying on a source randomly found through a “google” search, is not a credible source. More discussion on this will occur in the lead-up to the assignment.

Students must provide proper citations for all sources used. Please familiarize yourself with the rules on plagiarism.

Group preparation is not permitted. All written work on the take-home must be that of the individual student. All answers must be written by the individual student acting alone. Let me remind you that it is an academic offence to disobey these rules. Anyone found not abiding by the rules will be subject to academic misconduct charges.

Essay Proposal

You will produce a 2 to 3 page outline of your proposed major essay. The proposal must contain a tentative essay title, a clear statement of your research question and a statement on the significance and relevance of the topic in the context of the seminar's theme (workplace regulation). A well-developed proposal will help you to organize the research component of your major essay. The more attention you pay to this important element of the writing process, the better chance you will have of success in executing your project.

I expect that you will meet with me to discuss your essay topic. Please do not request a meeting or come to my office without putting some forethought (including preliminary research) into your topic and proposal. I will not pick a topic for you. Rather, our meeting is meant to help clarify your topic with the aim of sharpening your proposal. In an ideal situation, you will meet with me to look over and talk through your proposal once you have prepared a first draft. (An excellent starting point is Carleton's Student Academic Success Centre, "Writing Resources", found here: <http://www1.carleton.ca/sasc/writing-tutorial-service/writing-resources/>)

The assigned readings provide a point of departure for identifying a topic, constructing your research proposal and writing the major essay. However, you will need to consult additional secondary source materials to gather information more specific to your topic. In addition to secondary sources, students may incorporate into their major essay primary materials such as interviews, participant-observation, government documents, judicial decisions and so on. Keep this in mind while preparing your proposal. As the centre of government in Canada, Ottawa provides a host of intriguing options for your topics. Be creative.

Students are invited to familiarize themselves with the library's resources, in person and online, in early September. Students should attend a library tour and seminar to ensure they have the skills necessary to conduct research for the essay proposal and major essay. You are strongly encouraged to begin your work on the essay proposal in early September.

The proposal is due in class no later than November 29th, 2012. **I will not accept late proposals.** Please submit a printed version in single-spaced format with 12 pt. font, preferably on double-sided paper.

Annotated Bibliography

You will produce a 3-5 page annotated bibliography (single-spaced; 12 pt. font) with at least 10 sources on the topic that you intend to research. You will include a short paragraph of at least three sentences, explaining the theme(s) of the work as it relates to your proposed paper, the central thesis of the book or article in question and a discussion of whether or not the argument is convincing. Please submit your annotated bibliography in single-spaced format with 12 pt. font, preferably on double-sided paper. It is due in class no later than November 29th, 2012. **I will not accept late assignments.**

Reaction Papers & Facilitation: Winter Semester

In the Winter semester, students will again write three reaction papers. The same rules above apply here except that the first will deal specifically with Biju Mathew's *Taxi!* and will be due in class on January 31st (2 pages), the second will be an analysis of two films (discussed below) due in class on March 21st (3 pages), the third will be in response to specific assigned readings (1-2 pages). Therefore, all students will submit the first two reaction papers on the same days. Because of the widely varying themes in *Taxi!*, I suspect that there will be a variety of different points emphasized which will make for intriguing group discussions.

Critical Film Analysis

This assignment requires you to write a 3-page essay critically evaluating two documentary films we have watched in class (or with the permission of the instructor, another film), how they relate to 2 course themes and how the films visually depicted those themes.

Major Essay

The major essay component of the first-year seminar is meant to introduce you to the process of producing a research and writing project that satisfies the standard of rigour expected at the university level. The process of researching and writing a major essay provides the opportunity to develop capacities for sound theoretical thinking and for logical and coherent argumentation. In a maximum of 15 pages (plus a bibliography), the task is to demonstrate a command of the assigned materials and independently researched source materials as they relate to a research question and topic decided by you in consultation with your instructor. The quality of research effort expended is crucial. Quantity of research effort, although relevant, is not the most important measure of achievement. Strive for systematic and creative thinking as well as independent analysis. Be clear about exactly what you are arguing for and against. With this as a guide, you will avoid contradictions and confusion for yourself and the reader.

Effective writing is a key academic skill that pertains to all written evaluations in this seminar. Achieving clarity of thought is a challenge for most academic writers, especially for those in their early stages of university. If the reader has to guess at the meaning of a passage, at an argument you are making, or at an answer you have provided, your writing lacks clarity. This can be overcome, for instance by learning to edit ruthlessly. Also, do not merely mention key terms and expect their meaning to be self-evident. You must integrate key terms effectively in your writing by providing sufficient explanation on their meaning and relevance to the argument you are making.

To reiterate, the major essay will incorporate secondary materials (such as academic journal articles and books) and it may also include primary materials. Again, I encourage you to begin as early as possible in the Fall semester.

Essays must be double-spaced, in 12 pt. font, with proper margin, paragraph and page formatting and in full compliance of citation rules as set out in the "McGill Guide". These citation rules can be quite onerous and labour-intensive so leaving them to the last minute is not recommended. The major essay is due in class no later than April 5th.

Late papers will be penalized at the rate of 5% per day, including weekends. Of course medical and other emergencies will be respected provided that proper documentation is provided. After the seventh day late papers will not be read.

Note: I will not read drafts of your major essay and comment on them. Carleton University provides a Writing Tutorial Service (within the Student Academic Success Centre). I strongly encourage students to familiarize themselves with the writing and other services as soon as possible. In addition to excellent online resources, the Centre offers opportunities for students to develop effective writing skills and time management skills – both of which are crucial to success in university. This is an invaluable resource. Please use it!

Please also note University regulations on academic integrity and academic offences as set out in the Undergraduate Calendar. Students with disabilities requiring academic accommodation are asked to contact the Paul Menton Centre before the term deadline for completion of the necessary forms.

SCHEDULE

FALL SEMESTER

1. THE CHALLENGES OF REGULATING WORK NOW: FROM 'ARAB' TO 'MAPLE' SPRINGS
2. PUTTING OUR 'SELVES' IN THE PICTURE
3. THE END OF THE (WORK) WORLD AS WE KNOW IT?
4. ON (NOT) 'WORKING FOR A LIVING'
5. WHERE'S THE 'REPRO', MAN?
6. CAUGHT IN A 'WEB OF RULES'
7. THE 'C' WORD: WHAT'S LAW GOT TO DO WITH IT?
8. PUTTING WORKERS IN PRECARIOUS POSITIONS
9. ARE STUDENTS WORKERS?
10. CAN SEX BE WORK?
11. IS RACISM GOOD FOR CAPITALISM?: WORKERS OF LONGEUIL
12. BOXED IN!: WORK IN THE LAND OF THE 'BIG BOX' STORE

WINTER SEMESTER

1. VISUAL LEGAL STUDIES: 'SEEING' THE REGULATION OF WORK
2. CANADIAN IMMIGRATION: POINT-LESS SYSTEM?
3. MIGRANT WORKER WEEK: DO FARMERS REALLY FEED CITIES?
4. SPOTLIGHT ON THE U.S.: 'FARE' & LOATHING IN A NEW YORK TAXI
5. CAREGIVING & 'DOUBLE DOUBLES'
6. SPOTLIGHT ON CHINA
7. SPOTLIGHT ON JAMAICA: LIFE & DEBT
8. UNDOCUMENTED AND PROUD
9. MODERN-DAY SLAVERY
10. SEEING & BELIEVING IN RESISTANCE