COURSE: FYSM 1502D
TERM: Fall/Winter 2011-12
PREREQUISITES: None.
CLASS: Day & Time: Tuesday 2:35 – 5:35 pm
    Room: Please check with Carleton Central for current room location
INSTRUCTOR: Professor Adrian Smith
CONTACT: Office: C475 Loeb
    Office Hrs: Thursday 2-3pm (or by appointment)
    Telephone: ext. 3608
    Email: Contact me through WebCT only

"Students with disabilities requiring academic accommodations in this course must contact a coordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary Letters of Accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me in order to make the necessary arrangements as early in the term as possible, but no later than two weeks before the first assignment is due or the first test requiring accommodations. For further information, please see: http://www2.carleton.ca/pmc/students/accommodations. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by 11 November 2011 for December exams and 7 March 2012 for April exams. For Religious and Pregnancy accommodations, please contact Equity Services, x. 5622 or their website: www.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? 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 the subject matter. Participants work collaboratively with 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.

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 on WebCT or in my office during my regular office hour (on a first-come first-serve basis). If you cannot make the office hour please contact me to schedule an 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).

Leslie T Chang, Factory Girls: Voices from the Heart of Modern China (Spiegel, 2009).

* Additional readings will be posted to WebCT.

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 test (Oct. 11th) 10%
Essay proposal (Nov. 1st) * 5%
Annotated bibliography (Nov. 29) 5%

* Note: On October 11th, students are required to attend a pre-arranged seminar in the library.

Winter Semester

Class participation 15%
Reaction papers & facilitation (Jan 24th & varying dates) 10%
Major essay (Apr 3rd) 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.

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, or on topics and themes associated with your reading. 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 ranging from those which establish the reading’s main argument 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 in the second class 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.

Reaction Papers & Facilitation: Winter Semester

In the Winter semester, students will again write three 1-2 page reaction papers in response to specific assigned readings. The same rules above apply here except that one of the reaction papers will deal specifically with Leslie Chang’s Factory Girls and will be due in class on January 24th. Therefore, all students will submit reaction papers on that day related to the same assigned reading. Because of the widely varying themes in Factory Girls, I suspect that there will be a variety of different points emphasized which will make for intriguing group discussions.

A sign-up sheet and schedule will be circulated for the two remaining reaction papers. Again, please adhere to the rules established for the Fall semester on reaction papers and facilitation.

Mid-term Test

On October 11th, a one-hour, closed-book mid-term exam will be administered in class. It will consist of essay questions related to in-class discussions and readings. As the test approaches, I will provide some further detail on what is expected of you.

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.

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 must 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.
The proposal is due in class no later than November 1st, 2011. I will not accept late proposals. Please submit a printed version in single-spaced format with 12 pt. font on double-sided paper.

Note: On October 11th, Students must attend the Library Seminar to ensure they have the skills necessary to conduct research for the essay proposal and major essay. Students are invited to familiarize themselves with the library’s resources, in person and online, prior to the seminar. Keen students can (indeed should) begin their essay proposal prior to this date.

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 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 on double-sided paper. It is due in class no later than November 29th, 2011. I will not accept late assignments.

Major Essay
The major essay component of the FYSM 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 or critical 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 must incorporate both secondary and primary materials. I encourage you to begin as early as possible in the Fall semester.

Essays must be double-spaced, in 12 pt. font on double-sided paper, 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 3rd, 2012. 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. This is an invaluable resource. Please use it!
**SCHEDULE**

**FALL SEMESTER**

**September 13th**  
**PART I: THE CHALLENGES OF REGULATING WORK NOW**  

**PART II: INTRODUCTION**  
**Required:** Course Outline  
**Recommended:** Ken Robinson -- Do Schools Kill Creativity (20:04 minutes)  

**September 20th**  
**PART I: PUTTING OUR ‘SELVES’ IN THE PICTURE**  
**Recommended:** Zoe Weil -- The World Becomes What You Teach (17:25 minutes)  
[http://www.youtube.com/watch?v=t5HEV96dIUY](http://www.youtube.com/watch?v=t5HEV96dIUY)

**PART II: THE END OF THE (WORK) WORLD AS WE KNOW IT?**  
**READ EITHER (A) or (B):**  

[http://www.nytimes.com/2009/05/24/magazine/24labor-t.html](http://www.nytimes.com/2009/05/24/magazine/24labor-t.html)

**September 27th**  
**PART I: WHERE’S THE ‘REPRO’, MAN?**  
**Required:** Kerry Rittich, Recharacterizing Restructuring: Law, Distribution and Gender in Market Reform (2002), excerpt “Production and Reproduction” (pages 182-201).  
PART II: WHAT'S LAW GOT TO DO WITH IT?


PART III: CAUGHT IN A ‘WEB OF RULES’ -- DOMESTIC


http://www.workersactioncentre.org/docs/pb_unpaidwagesunprotectedworkers_eng.pdf

Recommended: Workers’ Action Centre, Working on the Edge (May 2007)

http://www.workersactioncentre.org/docs/pb_WorkingOnTheEdge_eng.pdf

October 4th

PART I: CAUGHT IN A ‘WEB OF RULES’ -- INTER- & TRANS- NATIONAL


(electronic resource)

PART II: ‘WRITING FOR FREEDOM’

Required: Carleton Student Academic Success Centre, “Writing Resources”

http://www1.carleton.ca/sasc/writing-tutorial-service/writing-resources/

October 11th

PART I: MID-TERM TEST

* NOTE: YOU ARE RESPONSIBLE FOR ALL OF THE ASSIGNED MATERIALS

PART II: LIBRARY SEMINAR

Speaker: Marilyn Rennick, Law Research Librarian

* NOTE: MANDATORY ATTENDANCE
October 18th

PART I & II: THE ‘C’ WORD


Recommended: Video: Capitalism: A Love Story (127 minutes)

Video: Debtoracy (75 minutes)
www.filmsforaction.org

Video: Inside Job (120 minutes)
www.filmsforaction.org

October 25th

PART I: PUTTING WORKERS IN PRECARIOUS POSITIONS


Jim Stanford, “A July 1 portrait of corporate Canada”
http://rabble.ca/columnists/2011/06/july-1-portrait-corporate-canada

FAMILIARIZE YOURSELF WITH (A) & (B):
(A) Canadian Centre for Policy Alternatives, “Recession-proof: Canada’s 100 best paid CEOs” (January 2011)

(B) Conference Board of Canada, Income Levels in Canada
http://www.conferenceboard.ca/hcp/hot-topics/canInequality.aspx

PART II: PRECARIOUS EMPLOYMENT & ‘LAW’S FLAWS’


November 1st

* Due: Essay Proposal

PART I & II: ARE STUDENTS WORKERS?


Elise Thorburn, “Students as Precarious Workers” (June 2011) 45:3 Canadian Dimension 31.


Judith Timson, “Unpaid internships: all yours for $8,000” The Globe and Mail (3 February 2009).


**Recommended:** Andrew Jackson, Work & Labour in Canada: Critical Issues, 2nd ed.,
(Toronto: Canadian Scholars’ Press, 2010), chapter 8: “Troubled Transitions: A Note on Young Workers”

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### November 8th

**PART I & II: CAN SEX BE WORK?**

**Required:** POWER, “The Toolkit: Ottawa Area Sex Workers Speak Out”, Challenge Report (June 2011)

Kirk Makin, “Why the courts must decriminalize prostitution” The Globe and Mail (3 June 2011)

Tracey Tyler “Ontario’s top court set to hear prostitution challenge” Toronto Star (12 June 2011).

“Sex workers discuss forming union” Ottawa Citizen (18 February 2008).

Marcus McCann, Local Sex Workers Organize” Xtra (21 February 2008).

Noreen Fagan, “Cops still hassling hookers” (30 September 2009)


**Recommended:** Film: Live Nude Girls Unite (70 minutes)
[http://youtu.be/ZsTBERprPYE](http://youtu.be/ZsTBERprPYE)

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### November 15th

**PART I & II: IS RACISM GOOD FOR CAPITALISM?: WORKERS OF LONGUEUIL**


November 22nd  Guest Speaker: Dave Bleakney, Canadian Union of Postal Workers

PART I & II: PUBLIC SECTOR: WASTING AWAY?


November 29th  * Due: Annotated Bibliography

PART I & II: VALUED CHAINS?

In-class Video: Wal-Mart Nation (43 minutes)


Recommended:  Video: WAL-MART: The High Cost of Low Price (97 minutes)  
http://www.freedocumentaries.org/film.php?id=105

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WINTER SEMESTER

January 10th: NEW BEGINNINGS?


January 17th: REGULATING WORK: HARMONY OR CONFLICT?


Marx and Engels, The Communist Manifesto & The German Ideology, excerpts.


Video Lecture: Anton Allahar, “Why Is the Whole World Not Developed?” (45 minutes)

January 24th: SPOTLIGHT ON CHINA I: Factory Girls

* Due: Reaction Paper (entire class)

Required: Leslie Chang, Factory Girls: Voices from the Heart of Modern China

Recommended: China’s Factory Girls: Nobody’s Victims
http://www.spiked-online.com/index.php/site/reviewofbooks_article/7084/

Writing Factory Girls (author’s blog)
http://thechinabeat.blogspot.com/2008/05/writing-factory-girls.html

January 31st: SPOTLIGHT ON CHINA II: Factory Girls

In-class Video #1: “China Blue” (50 minutes)

In-class Video #2: “Sweating For A T-Shirt” (23 minutes)

Required: Leslie Chang, Factory Girls: Voices from the Heart of Modern China -- continued.


**Recommended:** David Harvey, Brief History of Neoliberalism (Oxford; New York: Oxford University Press, 2007), chapter 5: “Neoliberalism with Chinese Characteristics”.


Video: “Bombay Calling: Life on the Other End of the Line” (50+ minutes)

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**February 7th: SPOTLIGHT ON THE PHILIPPINES**

**Required:** Robyn Rodriguez, Migrants For Export: How the Philippine State Brokers Labour to the World (Minneapolis: University of Minnesota, 2010), Introduction: Neoliberalism and the Philippine Labour Brokerage State ix-xxv.


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**Feb. 14th: SPOTLIGHT ON JAMAICA: LIFE & DEBT**

In-class Video: “Life and Debt” (86 minutes) http://www.youtube.com/watch?v=e-ZE2L3_980

**Required:** Mark Weisbrot, “Jamaica’s crippling debt crisis must serve as a warning to Greece” The Guardian (22 July 2011) http://www.guardian.co.uk/commentisfree/cifamerica/2011/jul/22/jamaica-debt-crisis

Video: Therese Turner-Jones and Mark Weisbrot on the IMF in the Caribbean (28:21 minutes) http://www.youtube.com/watch?v=OlwvoUW68T8&feature=channel_video_title


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**Feb 21st:** WINTER BREAK

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**Feb 28th: CANADIAN IMMIGRATION: POINT-LESS SYSTEM?**


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**March 6th: MIGRANT WORKER WEEK: DO FARMERS REALLY FEED CITIES?**

Guest Speaker: Chris Ramsaroop, Justice For Migrant Workers

In-class Video: El Contrato (51:11 minutes)

**Required:** Mark Thomas, “Labour Migration and Temporary Work: Canada’s Foreign Worker Programs in the ’New Economy’” in Pupo & Thomas eds., Interrogating the New Economy (2010).

Stephen Colbert, testimony before House immigration subcommittee (Sept. 24, 2010), at http://youtu.be/k1T75jBYeCs

March 13th: CAREGIVING & ‘DOUBLE DOUBLE’S’

Required: In-class Video: Foreign Workers, Local Neighbours (13:29 minutes)
http://www.tfwvancouver.ca/
(watch the full film and the interview excerpts under each tab)


Derrick Thomas, “Foreign Nationals Working Temporarily In Canada” Statistics Canada (8 June 2010).
http://www.statcan.gc.ca/pub/11-008-x/2010002/article/11166-eng.htm

March 20th: UNDOCUMENTED AND PROUD

Required: Read either (A) or (B):


(B) Jose Antonio Vargas: my secret life as an undocumented US immigrant

AND:

http://www.guardian.co.uk/world/2011/jul/26/undocumented-immigrants


Video: Test Their Logik -- Noone Is Illegal (4:26 minutes)
http://vimeo.com/25691257

Photo Essay: “Enrique’s Journey” Los Angeles Times

Recommended: Any or all of the following feature-length movies engage with “illegal” migration: Sin Nombre (96 minutes), A Better Life (98 minutes), Which Way Home (2009)

Video: The Fence (2010)

California is a Place: Borderland (7:45 minutes)
http://californiaisaplace.com/cali/
March 27th: MODERN-DAY SLAVERY


Doug Farrar, “Adrian Peterson Expresses Frustration on Labour Issues” Yahoo! Sports
http://sports.yahoo.com/nfl/blog/shutdown_corner/post/Adrian-Peterson-expresses-frustration-on-labor-i?urn=nfl-wp206

**Recommended:** Video: “Slavery: A Global Investigation” (87 minutes)

April 3rd: SUMMATION

*Due: Major Essay*