

Institute of Political Economy, Carleton University
PECO 5002: Political Economy of Work and Labour
Fall 2022

Mondays, 6:05 pm-8:55 pm

Sept 12 – Dec. 5, 2022

In Person Room DT 1524 or by Zoom for out-of-town students

<i>This seminar class will be based on student engagement in group discussions. Each class is 2 hours and 50 minutes with a break in the middle.</i>	Instructor: Jane Stinson
	Email: JaneStinson@cunet.carleton.ca
	Zoom Office Hours: Monday 1-3 p.m. and by appointment.

Course description

Students will learn about key developments in the history of Canadian work and labour, current concerns and emerging challenges through a political economy lens that recognizes paid and unpaid work. Class identity, solidarity, and equity at work and in the labour movement, will be explored through readings and discussions about trade unions' efforts to organize workers, mobilize and build broad-based movements. Intersectional analytical skills will be developed to note and address inequalities of class, gender, race, abilities and sexual orientation in work and labour. Attention will be paid to the role of unions in challenging the growth of inequality and precarious employment and to the future of work post-pandemic. Questions for seminar discussions include: What are effective mobilizing strategies? How can the union movement challenge the 'Uberization' of jobs and build solidarity between precarious workers? What are inclusive and decolonizing strategies for change? This course will also introduce frameworks for experiential learning and methods for reflective practice.

Learning outcomes

By the end of this course, students will be able to identify and critically evaluate key elements of mobilizing strategies, methods for building solidarity and alternatives to the current organization of capitalist labour markets.

Students will:

- demonstrate the ability to analyze the social, political and economic conditions within which capital and labour interact in Canada,
- practice intersectional analytical skills to note and address inequalities of class, gender, Indigeneity, race, abilities and sexual orientation in work and labour,
- critically evaluate organizing, bargaining and political action strategies focussing on core concepts of mobilization and solidarity,
- explain the role of unions in challenging the growth of inequality and precarious employment and shaping the future of work.

Course Format

This course will be held in person and on Zoom for those participating from out-of-town in accordance with Carleton University COVID-19 protocols.

Assigned material and submitting assignments

All assigned materials, and most of the supplementary readings, are available on electronic reserve, and are accessible via ARES in Brightspace. Students are required to submit their assignments through Brightspace and by email. Students should have access to an online system (computer, laptop or tablet) that supports the use of Brightspace. If there are any technical problems with access, please contact the support resources available from the university at the ITS Help Centre. (see: <https://carleton.ca/its/contact/>)

Seminar Requirements:

Students are expected to read, view or listen to the required material in advance of the class, attend class regularly, participate in seminar discussions, and submit assignments on time. It's essential to keep up with the required readings and other media. ***Taking notes on assigned materials and having them on hand for class is recommended.***

Participatory methods will be used to foster active student engagement and discussion in this seminar related to the class topic and required materials. Participants are expected to listen, pay attention to each other and respect other views, participate regularly without talking over others, and avoid turning to other work or tasks in the middle of the session. Questions about the course material that don't come up in seminar may be handled in office hours or over email.

Class participation (10%) Students are expected to review the required materials before the class in order to actively participate in class discussions. The quality of participation will be graded, including demonstrated comprehension of the assigned material and the ability to identify the main argument, key themes and significant elements, the ability to be actively engaged without dominating the discussion as well as the ability to listen to and respond to other students. Participation will be assessed over the entire semester.

Three Reflection papers (30%): Students are required to write 3 short (3-4 page, double-spaced) written papers reflecting on the required material for the class. They must be submitted to the instructor and posted on Brightspace for other students by 6pm the day before those materials will be discussed in class (i.e. Sunday at 6pm before the Monday class). The reflection paper allows students to explore what they consider to be key points from the readings for the week and their relevance to analyzing work and labour. Critical reflection is encouraged by questioning assumptions, focusing on power relations and relating the readings to events and/or personal experience. Reflection papers will shape part of the class discussion as students submitting reflection papers that week will be expected to contribute ideas from their critical reflection paper to the class discussion of the reading material. Reflection papers are due on a staggered basis with the first one due no later than Sunday, Sept. 18. The second one is due no later than Oct. 2 and the last one is due no later than Oct. 30. Students will indicate by Monday, Sep. 19 in Brightspace, when they will submit all their reflection papers.

Major Project (10% + 15% + 35% = 60%): Students will conduct a major research project based on an approved topic and proposal. By Sunday, October 16 students must submit a 500-750

word written project proposal explaining the topic for their research paper, providing a draft outline of their paper and a preliminary bibliography. Students will make a 15-minute presentation to summarize their research project and then lead a 5-minute discussion with the class about it. The schedule for presentations must be approved by the Instructor by Mon. Nov. 7. Presentations will be graded on the ability to synthesize the research and present the main points clearly and succinctly, as well as the ability to stimulate a discussion about their topic. Research papers (15 pages plus bibliography) will be graded on the clarity of the argument, the complexity of the topic, demonstrated understanding of the issues, original thinking as well as clear writing.

Evaluation at a glance:

Item	Due Date	% of Grade
Class participation	Ongoing	10%
3 Reflection papers 10% each	Due by Sunday Sept. 18, Sun. Oct. 2 and Sun. Oct. 30	30%
Research proposal: Short, written research proposal (500-750 words) with a preliminary bibliography.	Written proposal Sun. Oct. 16 Proposal may require revision to be approved.	10%
Presentation & Discussion: 15- minute class presentation explaining your research project and facilitate a 5-minute discussion.	Presentations of research project Mon. Nov. 21- Fri. Dec. 9 (according to a pre-approved schedule).	15%
Major research assignment (15 pages)	Mon. Dec. 12	35%

Proposed research topics:

- Mobilizing and solidarity strategies in key event(s) in labour history
- Innovative approaches to collective bargaining
- Global solidarity: strengths and challenges
- Key issues for labour post-pandemic
- Labour’s role in a green economy
- The future of work and unions
- Other topic with prior approval

Paper Standards: All written assignments are to be emailed to the Instructor as a Word or PDF document. All papers should be typed, proofread and written in a standard 12pt font using a consistent citation style using the Carleton University style guide <https://carleton.ca/socanth/information-for-students/undergraduate-students/style-guide/> or the Chicago Manual of Style. Plagiarism is not acceptable—please ensure you have reviewed Carleton’s policy on academic honesty (summarized here below the course schedule).

Copies of Work: Please retain backup copies of all coursework you submit.

Late Work: A seminar format depends on students completing all assignments on time. Consultation with the instructor in advance of the deadline is a firm requirement for any personal problem that prevents assignments from being completed and submitted on time. Late work may result in a reduced mark and require a medical note.

Grading

Papers and presentations will receive letter grades according to the following scheme:

A	Outstanding, highly insightful work; demonstrates an excellent comprehension of the course material and ability to clearly explain its significance verbally and in writing; highly developed analytical and critical thinking skills.
B	Some good insights but with significant shortcomings too; demonstrates an understanding and engage with the course materials, but the work is uneven, with significant flaws and or oversights; ideas need to be more fully developed, explained or illustrated.
C	At the graduate level, this is considered a failing grade. Level of engagement with the material and overall quality of work falls below expectations. It is given when a piece of work reflects poor analytical skills, an inability to develop and clearly articulate a basic argument, and poor research and writing skills.

Grades will be averaged at the end of the term using the 12-point system.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean. Standing in the course will be shown by alphabetical grades.

Communication and E-mail: I will communicate important information about the course to you via Brightspace. For all electronic correspondence about this course, please make sure that your e-mails to me include your full name and the course number, PECO 5002, in the subject line.

I will do my best to respond to all e-mail questions related to the course within 48 hours, not including the weekend. Please use my office hours or make an appointment for in-depth questions.

Course schedule

Class # 1 Monday, Sept. 12 – Intro, Overview of readings & assignments, experiential learning & reflective practice

Please be prepared to introduce yourself to the group and explain your interests in this class. We'll discuss the course outline, assignments and expectations. Models of experiential learning and reflective practice will be introduced. Given the short timeframe for this course, we will

spend time during the first class discussing the assignments and potential topics for your research paper and presentation.

Required:

Hanson, Cindy (2013). Exploring Dimensions of Critical Reflection in Activist–Facilitator Practice. *Journal of transformative education*, 2013-01, Vol.11 (1), p.70-89.

Study Advice Study Guides. (2019) Practice-Based and Reflective Learning. (2019) University of Reading. 5 pages. https://libguides.reading.ac.uk/ld.php?content_id=32363105

Suggested:

Cartwright, Talula. “Tools for Reflective Practice” in *Developing Your Intuition: A Guide to Reflective Practice: A Guide to Reflective Practice*, Center for Creative Leadership, 2007. 11-24.

Fook, J. and Gardner, F. (2007). *Practising Critical Reflection a Resource Handbook*. Maidenhead: Open University Press. Chapter 2. Clarifying our approach to critical reflection. pp. 12-21

Ghaye. Tony. A Reflective Inquiry as Participatory and Appreciative Action and Reflection. Chapter 28 in N. Lyons (ed.), *Handbook of Reflection and Reflective Inquiry: Mapping a Way of Knowing for Professional Reflective Inquiry*, DOI 10.1007/978-0-387-85744-2_28

Leitch, R. and Day, C. (2000). Action Research and Reflective Practice: Towards a Holistic View. *Educational Action Research*, Vol. 8, No. 1. pp. 179 – 193.

Rodgers, Carol. (2002) Defining Reflection: Another Look at John Dewey and Reflective Thinking. *Teachers College Record* Volume 104, Number 4, June 2002, pp. 842-866

Sun. Sept. 18 – 1st Critical Reflection Paper due

Class #2 Monday, Sept. 19 - The Political Economy of Work & Labour

Overview of an evolving analytical framework of Canadian political economy applied to work and labour, including social reproduction and bringing the margins to the center.

Required:

Thomas, M.P. and Vosko, L. F. Introduction. pp. 3-24 in Mark P. Thomas, Leah F. Vosko, Carlo Fanelli and Olena Lyubchenko (eds.) 2019. *Change and Continuity, Canadian Political Economy in the New Millennium*. McGill-Queen’s University Press.

Clement, W. Locating the New Canadian Political Economy. Chapter 1, pp 25-40 In Thomas, M. et. al. (2019) *Change and Continuity; Canadian Political Economy in the New Millennium*. McGill-Queen’s University Press.

Luxton, Meg "Feminist Political Economy in Canada and the Politics of Social Reproduction" in Bezanson, Kate and Meg Luxton (eds) (2006) *Social Reproduction: Feminist Political Economy Challenges Neo-liberalism* Montreal-Kingston: McGill-Queen's University Press, pp.11-44

Pietrykowski, B. *Work: What is political economy. Introduction.* New York: Polity Books.

Supplementary:

Maroney, H.J. and Luxton, M. From Feminism and Political Economy to Feminist Political Economy. pp. 5-27 in Maroney, H.J. and Luxton, M. (eds.) (1987). *Feminism and Political Economy; Women's Work, Women's Struggles.* Methuen.

Sept. 20 – Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.

Class #3 Monday, Sept. 26 – Historical Development of Work & Labour in Canada

The transition from Indigenous economies through mercantilism to the development of capitalist labour market.

Required:

Bourgeault, R.G. (1983) The Indian, the Métis and the Fur Trade Class, Sexism and Racism in the Transition from "Communism" to Capitalism. *Studies in Political Economy*. Vol. 12, No 1. 45-63 only.

Fiske, J. (1987) Fishing is Women's Business: Changing Economic Roles of Carrier Women and Men. Chapter 14, in Cox, B.A. *Native people, native lands: Canadian Indians, Inuit and Métis.* Carleton University Press. 1987. 186-198.

H. Clare Pentland. (1959) [The Development of a Capitalistic Labour Market in Canada. *The Canadian Journal of Economics and Political Science / Revue canadienne d'Economique et de Science politique*](#), Vol. 25, No. 4 (Nov., 1959), 450-461

Thompson, E.P. (1967). Time, Work-Discipline, and Industrial Capitalism. *Past & Present*, No. 38 (Dec. 1967), Sections I 56-57, IV 70-79 and V 79-86.

Supplementary:

Magdoff, Harry (2006) [The Meaning of Work: A Marxist Perspective](#) *Monthly Review* [monthlyreview.org](#). Vol. 58, No. 5. pp. 52-64.

Kuokkanen, Rauna. (2011) From Indigenous Economies to Market-Based Self-Governance: A Feminist Political Economy Analysis. *Canadian Journal of Political Science / Revue canadienne de science politique*, Vol. 44, No. 2 (June 2011) 275-297

Offe, Claus and Wiesenhal, H. (1980) Two Logics of Collective Action: Theoretical notes on social class and organizational form. *Political Power and Social Theory*, Vol. 1, 67-115. ISBN: 0 -89232-115-6

Sunday Oct. 2 – Second critical reflection paper due

Class #4 Monday, October 3 – The roots of the Canadian labour movement

We will dig up the historical roots of the trade union movement noting political differences, inclusions and exclusions.

Required:

Ross, S. and Savage, L. (2015). *Building a Better Union: An Introduction to the Labour Movement in Canada*. Fernwood Publishing. Chapter 3 – Early Union Struggles in Canada. 19-36.

Lipton, C. (1973). *The Trade Union Movement in Canada 1827-1959*. NC Press Ltd.

- Chapter 4 Trade Union Movement 1890-1900, 79-83; 87-97
- Chapter 6 Trade Unions and Public Life 1900-1914, 111-121
- Chapter 14 Trade Unions vs. Class Collaboration 1919-1929, 237-242

Creese, G. (1989). Exclusion or Solidarity? Vancouver Workers Confront the “Oriental Problem”. *BC Studies*, No. 80, Winter 1988-89. p. 24-51.

Fernandez, Lynne and Silver, Jim. (2017) *Indigenous People, Wage Labour and Trade Unions: The Historical Experience in Canada*. Canadian Centre for Policy Alternatives Manitoba Office. p.1-9.

Supplementary:

Richard Hyman, R. (1971). *Marxism and the Sociology of Trade Unionism*. Pluto Press. 1-25.

Nangwaya, Ajamu. (2011). *Race, Resistance and Co-Optation in the Canadian Labour Movement: Effecting an Equity Agenda Like Race Matters*. PhD Thesis. University of Toronto. Chapter 2 excerpt - Labour’s attitude and behaviour toward the racialized other. p. 26 -43
https://tspace.library.utoronto.ca/bitstream/1807/31878/1/Nangwaya_Ajama_201111_PhD_thesis.pdf

Sept. 30 – Last day to withdraw from full fall and fall/winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript. Oct. 1 – Last day for academic withdrawal from early fall courses.

Monday, October 10 – Statutory Holiday. University closed.

Sunday, Oct. 16 – Research proposal due

Class #5 Monday, Oct. 17 – Canadian Unions and Capitalism today

We will discuss trade unions role in contemporary capitalism, which workers unions do & do not represent, diversity and equality in unions, and labour statistics.

Required:

Jackson, A. and Thomas, M. (2017) *Work and Labour in Canada: Critical Issues. (3rd Edition)*. Canadian Scholars Press. Chapter 9: The Impact of Unions. 193-222

Ng, Winnie and Wall, Carol. (2021) *Interrogating the Union Politics of Equity, Inclusion and Diversity*. In *Rethinking the Politics of Labour*. 2nd edition. Ross, S. and Savage, L. (eds.) Fernwood Publishing. 112-132.

Dupuis, Mathieu, John Peters, and Phillippe J Scrimger. 2020. "Financialization and Union Decline in Canada: The Influence on Sectors and Core Industries." *Competition & Change* 24 (3–4): 268–90.

Harvey, David. (2016) "Neoliberalism is a Political Project", Jacobin
<https://www.jacobinmag.com/2016/07/david-harvey-neoliberalism-capitalism-labor-crisis-resistance/>

One of the following data sources will be assigned to each student to consider the questions below. Make notes on your answers to share your thoughts in the class discussion.

1. What does the data tell you. What do you consider the most interesting facts from looking at the data? Are there noteworthy differences over time and/or between groups? Please describe.
2. What questions does the data in each table raise for you?

Data Sources:

1. Statistics Canada. [Table 14-10-0070-01 Union coverage by industry, annual \(x 1,000\)](#)
2. Statistics Canada. [Table 14-10-0066-01 Employee wages by job permanency and union coverage, annual](#)
3. Statistics Canada. [Table 14-10-0129-01 Union status by geography](#)
4. Statistics Canada. [Table 14-10-0130-01 Union status by education level](#)
5. Statistics Canada. [Table 14-10-0133-01 Union status by establishment size](#)
6. Statistics Canada. [Table 14-10-0319-01 Union status by occupation \(x 1,000\)](#)
7. Statistics Canada. [Table 14-10-0134-01 Average weekly earnings, average hourly wage rate and average usual weekly hours by union status, annual](#)

Supplementary:

Ross, S. and Savage, L. (2015). *Building a Better Union: An Introduction to the Labour Movement in Canada*. Fernwood Publishing. Chapter 9 – Who Belongs to Unions? Who Doesn't? And Why? 144-163.

Gindin, Sam. (2013). "Beyond the Economic Crisis: The Crisis in Trade Unionism", *The Bullet*, September 16, 2013, Available at: <https://socialistproject.ca/2013/09/b878/>

CUPE Anti-Racism Strategy, 2021-2027. 13 p. <https://cupe.ca/cupes-anti-racism-strategy>

BC Teacher's Federation (2006) A Chronology of Advances in LGBT Rights in Canada, and in BC <http://bctf.ca/SocialJustice.aspx?id=610>

Russell, M. and Malhotra, R. "Capitalism and Disability," *Socialist Register*38, 2002

October 24-28 Fall break – no classes

Sunday Oct. 30 – Third critical reflection paper due

Class #6 Monday, Oct. 31 – Workers, Class and Intersectionality

We'll look at what class relations look like in the 21st century, consider intersectionality and how both affect solidarity.

Required:

Panitch, L. (2020). Class theory for our time. *Catalyst*. Vol. 4, No. 1. 134-143.

Brenner, J. (2000) Intersections, Locations, and Capitalist Class Relations: Intersectionality from a Marxist Perspective. *Women and the Politics of Class*. Verso. 293-324

Gindin, S. (2021). "Why Workers Don't Revolt", *Jacobin*.

https://jacobinmag.com/2021/06/working-class-revolt-competition-capitalism-exploitation?mc_cid=57bb7a4f86&mc_eid=5536295fa3

Folbre, N. (2020) Manifold exploitations: toward an intersectional political economy. *Review of Social Economy*, Volume 78, 2020 - Issue 4, 451-472.

Supplementary:

Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. *University of Chicago Legal Forum*. 139-167.

Pollock, M., Stinson, J. and Levac, L. (2018). Why Saying "Just Grieve It" Doesn't Work: A Preliminary Feminist Intersectional Analysis. CRIAW. <https://www.criaw-icref.ca/en/page/why-saying-just-grieve-it-doesnt-work-> 13 pages.

Gibson-Graham, J.K. (2006) Chapter 3 – Class and the Politics of Identity, 46-72 in *End Of Capitalism (As We Knew It): A Feminist Critique of Political Economy*, University of Minnesota Press, 2006.

Class #7 Mon. Nov. 7 – Precarious Employment, Gig Work and Workers' Rights

We will consider the growth of precarious and gig employment, the problems it creates for workers and strategies for strengthening these workers' rights.

Required:

Tucker, Eric. (2020) The political economy of platform-mediated work. *Studies in Political Economy* 101, no. 3 (September 1, 2020): 185-207.
<https://doi.org/10.1080/07078552.2020.1848499>.

Vosko, L. (2019). Feminist Political Economy and Everyday Research on Work and Employment: The Case of the Employment Standards Enforcement Gap. Chapter 2 pp. 41-59 in Mark P. Thomas, Leah F. Vosko, Carlo Fanelli and Olena Lyubchenko (eds.) 2019. *Change and Continuity; Canadian Political Economy in the New Millennium*. McGill-Queen's University Press.

"'Future of Work' Report Opens Door to Gutting Employment Standards for All Ontario Workers," *Ontario Federation of Labour*, December 9, 2021 <https://ofl.ca/ofl-future-of-work-report-opens-door-to-gutting-employment-standards-for-all-ontario-workers/>

Chen, M. 2019. Workers confronting the gig economy. *Socialist Register 2020: Beyond Market Dystopia: New Ways of Living*. 122-142.

Check web site for Gig Workers United - <https://gigworkersunited.ca/>

Supplementary:

Serrano, M. R. and Xhafa, E. (2016). From 'precarious informal employment' to 'protected employment': the 'positive transitioning effect' of trade unions. International Labour Organization, (ILO) Global Labour University (GLU). Geneva: ILO. Working Paper No. 42. 1-6; 31-47 only.

Peetz, D. (2019) "Flexibility, the 'gig economy' and the employment relationship." Chapter 6, 141-178 in *The Realities and Futures of Work*. Australia: ANU Press

Class #8 – Mon. Nov. 14 Labour and the Law – Contested Terrain

We will examine how the state and laws seek to regulate and contain the collective action of workers, how legal challenges are shifting the terrain and how union action can circumvent legislative limitations.

Required:

Smith, C. W and Braley-Brattai, A. (2021). Class Struggle Goes to Court: Workers' Rights and the Charter of Rights and Freedoms. Chapter 11 in Ross, S. and Savage, L. *Rethinking the Politics of Labour in Canada 2nd edition*. Fernwood Publishing. 210-228.

Warskett, R. (1988). Bank Worker Unionization and the Law. *Studies in Political Economy*. 25. Spring, 1988. 41-73.

Beauchamp, N., Bickerton, G., Kennedy, C., McMillan, B. (2020). *Confronting precarious work: the struggle of Canadian rural and suburban mail carriers*. Canadian Union of Postal Workers. Or Justice and Dignity for All. (2020). FILM. Canadian Union of Postal Workers. (Link in Ares)

Supplementary:

Panitch, L. and Swartz, D. The Continuing Assault on Public Sector Unions. In Ross and Savage. 2013. *Public Sector Unions in the Age of Austerity*. Fernwood.

Nov. 21- Dec. 9 – Student Presentations

Class #9 – Mon. Nov. 21 Global Exploitation and Solidarity

The focus this week will be on (im)migrant labour in Canada and on developing global solidarity.

Required:

Faraday, F. (2014). Profiting from the Precarious: How Recruitment Practices exploit migrant workers. Summary Report. Metcalf Foundation. 5-30; 47-51

<https://metcalffoundation.com/site/uploads/2014/04/Profiting-from-the-Precarious-Summary-Report.pdf>

Ferguson, S. and McNally, D. (2014). Precarious Migrants: Gender, Race and the Social Reproduction of a Global Working Class. in Panitch, L. and Albo, G. (eds.), *Socialist Register 2015: Transforming Classes*. Merlin.

Vosko. (2022). Temporary labour migration by any other name: differential inclusion under Canada's "new" international mobility regime. *Journal of Ethnic and Migration Studies*, 48(1), 129–152. <https://doi.org/10.1080/1369183X.2020.1834839>

Check web sites for:

- Migrant Workers Alliance for Change <https://migrantworkersalliance.org/>
- Caregivers Action Centre: www.caregiversactioncentre.org
- Coalition for Migrant Worker Rights Canada: <http://migrantrights.ca>

Supplementary:

Sharma, N. (2019). The Political Economy of Belonging: The Differences that Canadian Citizenship and Immigration Policies Make. Chapter 3, 60-76 in Mark P. Thomas, Leah F. Vosko, Carlo Fanelli and Olena Lyubchenko (eds.) 2019. *Change and Continuity; Canadian Political Economy in the New Millennium*. McGill-Queen's University Press.

Jill Hanley, Eric Schragge, Andrew Rivard and Johhon Koo, "Good Enough to Work? Good Enough to Stay!" Organizing among Temporary Foreign Workers", chapter 11 in *Legislated Inequality: Temporary Labour Migration in Canada*, Patti Tamara Lenard and Christine Straehle eds., (McGill-Queen's University Press, 2012) at pages 245-271.

Class #10 Monday, Nov. 28 – Building Power and Forging Solidarity

We will consider different models for building workers' power in the workplace and in communities to create deep and broad-based forms of solidarity.

Required:

McAlevey, Jane F. (2016). The Power to Win is in the Community, Not the Boardroom, Chapter 2 in *No Shortcuts: Organizing for Power in the New Gilded Age*. Oxford University Press, 2016. 28-37, 50-71.

Swartz, D. and Warskett, R. (2012). Canadian Labour and the Crisis of Solidarity. In Ross, S. and Savage, L. (Eds). *Rethinking the Politics of Labour in Canada*. Fernwood Press. 18-31.

Ladd, D. and Singh, S. (2016) Critical Questions: Building Worker Power and a Vision of Organizing in Ontario, in *Unfree Labour?* Choudry, A. and Smith, A. A. (eds.) PM Press. 123-139

Tattersall, A. (2011). Power in Coalition. Chapter 5 in *Strategies for Strong Unions and Social Change*. Cornell University Press. 166-182.

Suggested:

Black, Simon. (2021). Community Unionism and Alt-Labour in Canada. Chapter 9 in Ross, S. and Savage, L. *Rethinking the Politics of Labour in Canada 2nd edition*. Fernwood Publishing. 171-190.

Class # 11 Monday, Dec. 5 - The Future of Work and Climate Change

How will work and employment change in future to address climate change and in response to Artificial Intelligence? We'll look at the role of trade unions in addressing these challenges.

Required:

Clarke, L., & Lipsig-Mummé, C. (2020). Future conditional: From just transition to radical transformation? *European Journal of Industrial Relations*, 26(4), 351–366.

<https://doi.org/10.1177/0959680120951684>

Mertins-Kirkwood, Hadrian and Duncalfe, Clay. (2021). [Roadmap to a Canadian Just Transition Act: A path to a clean and inclusive economy](#). Canadian Centre for Policy Alternatives and Adapting Canadian Work and Workplaces to Respond to Climate Change.

Lohmann, Larry. (2020). Interpretation Machines: Contradictions of ‘Artificial Intelligence’ in 21st-Century Capitalism. *Socialist Register 2021: Beyond Digital Capitalism. New Ways of Living*. Vol 57. 50 – 77.

Stanford, Jim. (2022). Where are the Robots? The Surprising Deceleration of Technology in Canadian Workplaces. The Centre for Future Work/Powershare. Vancouver. 1-28.

Supplementary:

ILO. (2019). Work for a brighter future – Global Commission on the Future of Work International Labour Office. Geneva.

Felli, Romain. (2014). An alternative socio-ecological strategy? International trade unions’ engagement with climate change. *Review of International Political Economy*, Vol. 21, No. 2, 372–398, <http://dx.doi.org/10.1080/09692290.2012.761642>

Brecher, J. (2020). No Worker Left Behind: Protecting Workers and Communities in the Green New Deal. *New Labor Forum*, 29(2), 68–76. <https://doi.org/10.1177/1095796020915177>

Class #12 Friday, Dec. 9 – The impact of COVID on Work and Labour and post-pandemic recovery strategies

The unequal impact of COVID on workers, how COVID is changing work and post-pandemic strategies will be discussed in this class.

Required:

Ross, Stephanie and Savage, Larry. (2021) *Canadian Labour and COVID-19*. In *Rethinking the Politics of Labour* 2nd edition. Fernwood Publishers. 14-27.

Graham, Weale, V., Lambert, K. A., Kinsman, N., Stuckey, R., & Oakman, J. (2021). Working at Home: The Impacts of COVID 19 on Health, Family-Work-Life Conflict, Gender, and Parental Responsibilities. *Journal of Occupational and Environmental Medicine*, 63(11), 938–943.

Gray, & Gills, B. (2022). Introduction: post-COVID transformations. *Globalizations*, 19(3), 369–379. <https://doi.org/10.1080/14747731.2022.2049063>

Supplementary:

Assessing the Impact of COVID-19 on Ontario Workers, Workplaces and Families.

<https://labourstudies.mcmaster.ca/research/covid19-impact/view>

Fact Sheet 1, 2 & 3.

Glasbeek, Harry. (2020) Covid-19 and Toxic Capitalism, in Sick of the System: Why the COVID-19 Recovery Must be Revolutionary. Swift, J. (2020). Between the Lines.

Prescription for a Healthy Pandemic Recovery: Decent Work for All. (2022). Decent Work and Health Network. www.decentworkandhealth.org

Luna KC. (2021) Women, COVID-19 and the Care Economy. Fact Sheet 2. Canadian Research Institute for the Advancement of Women (CRIA-W-ICREF).

***Friday, Dec. 9 – Last day for fall term classes.
Research Papers due Monday, Dec.12***

Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf

Academic Accommodations

Pregnancy

Please contact your instructor 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: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor 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: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made.

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University’s Academic Integrity Policy can be found at:

<https://carleton.ca/registrar/academic-integrity/>

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Research resources

Aleksandra Blake, aleksandra.blake@carleton.ca is the **MacOdrum Librarian liaison for political economy** who can help with questions regarding the library's electronic and print resources and she can offer individualized research consultations for students to help you to find materials that you are not able to locate.

Explore the new website with information about [Library Instruction](#).
The subject guide for [Political Economy](#) may be useful for your research

Graduate Professional Development also offers writing resources and support -
<https://carleton.ca/gradpd/writing-support/> - including a research project planner.
<https://carleton.ca/gradpd/research-project-planner/>