

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

Fall 2021

Tuesdays, 6:10 pm - 8:50 pm

September 14 – December 7

In person LA C164

<i>This in person seminar class will be based on student engagement in group discussions. We will have a 20-minute break at 7:30 pm.</i>	<p>Instructor: Jane Stinson Email: <a href="mailto:JaneStinson@cunet.carleton.ca">JaneStinson@cunet.carleton.ca</a> Zoom Office Hours: Tuesday 10-11 a.m. and by appointment.</p>
--	---

### **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. The significance of 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 elements of effective organizing 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 historical developments in work and labour as well as future possibilities, including the role of trade union and the challenges they face in relation to global capitalism.

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, in accordance with Carleton University COVID-19 protocols.

## **Texts**

All assigned readings, 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. 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 readings 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, 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 and to actively participate in class discussions about them. 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) 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. Monday by 6pm before Tuesday's class). In the reflection paper discuss 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 or personal experience. Students submitting reflection papers will initiate class discussion of the reading material summarizing key concepts and themes discussed in their critical reflection paper. Reflection papers are due on a staggered basis with the first one due as early as Sept. 20 and no later than Sept. 27. The second one is due no later than Oct. 11 and the third and final one is due by Nov. 8. Students will sign up to a schedule in Brightspace to advise in which weeks they will submit reflection papers.

**Major Project (10% + 15% + 35% = 60%):** Students will conduct a major research project based on an approved topic and proposal. By Nov. 2 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 will be posted by the Instructor by Nov. 9 for the period Nov. 16 to Dec. 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 analysis, 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 Mon. Sept. 27, Oct. 11, and Nov. 8	30%
Research proposal: Short, written research proposal (500-750 words) with a preliminary bibliography.	Written proposal Tues. Nov. 2 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 projects Tues. Nov. 16 – Tues. Dec. 7 (according to a pre-approved schedule).	15%
Major research paper (15 pages)	Sunday, December 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/>.

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 Tuesday, September 14 – Introductions & Overview**

Please be prepared to introduce yourself to the group and explain your interests related to this class. We will review the course outline, assignments, and expectations. Models of experiential learning and reflective practice will be introduced.

#### **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. Practice-Based and Reflective Learning. (2019) University of Reading. 5 pages. [https://libguides.reading.ac.uk/ld.php?content\\_id=32363105](https://libguides.reading.ac.uk/ld.php?content_id=32363105)

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.

**Suggested:**

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

Etherington, Kim. (2004). Research methods: Reflexivities – roots, meanings, dilemmas. Counselling and Psychotherapy Research. Vol. 4, No.2, 46-47.

## Class #2 Tuesday, September 21 - The Political Economy of Work & Labour

Overview of an evolving analytical framework of Canadian political economy of work and labour from the staple theory through 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.

Stanford, J. (Ed.) (2020). *The Staple Theory @ 50: Reflections on the Lasting Significance of Mel Watkins' "A Staple Theory of Economic Growth"*. Canadian Centre for Policy Alternatives. <https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2020/04/Staple%20Theory%20at%2050%20-%202020%20version.pdf>

Cameron, Duncan. Watkins, Innis and Canadian Economics. pp. 25-28

Stanford, Jim. Why Linkages Matter. pp.65-71

Cohen, Marjorie Griffin. Staples Theory: Its Gendered Nature. Pp. 91-96

Mills, S. and Tufts, S. Innis' Ghost: Canada's Changing Resource Economy. Chapter 5 pp. 106-128 in Thomas, M. et. al. (2019) *Change and Continuity; Canadian Political Economy in the New Millennium*. McGill-Queen's University Press.

**Supplementary:**

Luxton, Meg. (2006). Feminist Political Economy in Canada and the Politics of Social Reproduction, Chapter 1, pp. 11-43. in Luxton, M., & Bezanson, K. (2006). *Social reproduction feminist political economy challenges neo-liberalism*. McGill-Queen's University Press.

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.

### Class #3 Tuesday, September 28– 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, 186-198, in Cox, B.A. Native people, native lands: Canadian Indians, Inuit and Métis. Carleton University Press. 1987.

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<sup>[6]</sup>

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.

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

#### **Supplementary:**

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 Wiesenthal, H. (1980) Two Logics of Collective Action: Theoretical notes on social class and organizational form. *Political Power and Social Theory*, Vol. 1, 67-115.

***September 30 – Last day to withdraw from fall term 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.***

## Class #4 Tuesday, October 5 – The roots of the Canadian labour movement

We will dig up the historical roots of the trade union movement noting key struggles and achievements, political differences, exclusions, inclusions and, challenges to union solidarity.

### **Required:**

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

- Chapter 4 Trade Union Movement 1890-1900, 79-97
- Chapter 6 Trade Unions and Public Life 1900-1914, 111-130
- Chapter 14 Trade Unions vs. Class Collaboration 1919-1929, 237-253

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

### **Supplementary:**

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. 19-45.

Nangwaya, Ajamu. (2011). *Race, Resistance and Co-Optation in the Canadian Labour Movement: Effecting an Equity Agenda Like Race Matters*. PhD Thesis. Graduate Department of Adult Education and Counselling Psychology, University of Toronto. Chapter 2 excerpt - Labour's attitude and behaviour toward the racialized other. 26 -43

[https://tspace.library.utoronto.ca/bitstream/1807/31878/1/Nangwaya\\_Ajamu\\_201111\\_PhD\\_thesis.pdf](https://tspace.library.utoronto.ca/bitstream/1807/31878/1/Nangwaya_Ajamu_201111_PhD_thesis.pdf)

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

***Monday, October 11 – Statutory Holiday. University closed.***

## Class #5 Tuesday, October 12 – Canadian Unions and Capitalism today

We will discuss whether trade unions are in decline in Canada today, and who they do and do not represent and consider modern-day trade unions in relation to contemporary capitalism.

**Required:**

Two of the following data sources will be assigned to each student to consider the questions below and 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. Labour Organizations in Canada 2015  
<https://www.canada.ca/en/employment-social-development/services/collective-bargaining-data/reports/union-coverage.html>
2. Statistics Canada. [Table 14-10-0070-01 Union coverage by industry, annual \(x 1,000\)](#)
3. Statistics Canada. [Table 14-10-0066-01 Employee wages by job permanency and union coverage, annual](#)
4. Statistics Canada. [Table 14-10-0129-01 Union status by geography](#)
5. Statistics Canada. [Table 14-10-0130-01 Union status by education level](#)
6. Statistics Canada. [Table 14-10-0133-01 Union status by establishment size](#)
7. Statistics Canada. [Table 14-10-0319-01 Union status by occupation \(x 1,000\)](#)
8. Statistics Canada. [Table 14-10-0134-01 Average weekly earnings, average hourly wage rate and average usual weekly hours by union status, annual](#)

Galarneau, Diane. (2015). Unionization rates falling. *Canadian Megatrends*.  
Statistics Canada.

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

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

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/>

Gindin, Sam. (2021). “Why Workers Don’t Revolt”, Jacobin.  
[https://jacobinmag.com/2021/06/working-class-revolt-competition-capitalism-exploitation?mc\\_cid=57bb7a4f86&mc\\_eid=5536295fa3](https://jacobinmag.com/2021/06/working-class-revolt-competition-capitalism-exploitation?mc_cid=57bb7a4f86&mc_eid=5536295fa3)

**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.

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

CUPE Equality History digital timeline. (2015)  
<https://cupe.ca/cupe-equality-history-digital-timeline>

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

## Class #6 Tuesday, October 19 – Class, Intersectionality & Solidarity

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

### **Required:**

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

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

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.

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.

### **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.

***October 26 – NO CLASS - FALL BREAK October 25-29***

## Class #7 Tuesday, November 2 - Global Exploitation and Solidarity

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

### **Required:**

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.

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.

Check web sites for:

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

**Supplementary:**

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 #8 Tuesday, Nov. 9 – Labour and the Law – Contested Terrain

We will examine how the state and laws seek to regulate and contain the collective action of workers and how legal challenges are shifting the terrain.

**Required:**

Smith, C. W. (2012). Labour Courts and the Erosion of Workers' Rights in Canada. In Ross, S. and Savage, L. *Rethinking the Politics of Labour in Canada*. Fernwood. 184-195.

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

Wagner North 2.0: How Canada's Wagner Model of Labour Relations Can Be Strengthened to Ensure Greater Union Density Amongst Vulnerable Workers. (2019). Canadian Foundation for Labour Rights. 22-40.

**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.

Collaborative Paper. (2019). *Brave New World: Fundamental Labour Rights in the Charter Era*. CLI Research. Canadian Foundation for Labour Rights.

[https://labourrights.ca/sites/default/files/documents/brave\\_new\\_world\\_paper\\_final1.pdf](https://labourrights.ca/sites/default/files/documents/brave_new_world_paper_final1.pdf)

Canadian Union of Postal Workers v Her Majesty in Right of Canada. (2016). ONSC 418.

<https://www.canlii.org/en/on/onsc/doc/2016/2016onsc418/2016onsc418.html>

VI. Constitutional Backdrop, Paragraphs [112] – [146] and VIII. Law and Analysis paragraphs [181]-[237]

Saskatchewan Federation of Labour v. Saskatchewan, 2015 SCC 4 [up to Cases cited].

<https://www.canlii.org/en/ca/scc/doc/2015/2015scc4/2015scc4.html>

## Class #9 Tuesday, Nov. 16 – Forging Solidarity and Precarious Employment

We will look at the conditions giving rise to the growth of precarious employment, the problems it creates for workers and strategies for creating greater solidarity and broad-based mobilizing.

### **Required:**

Vosko, L. (2019). Feminist Political Economy and Everyday Research on Work and Employment: The Case of the Employment Standards Enforcement Gap. Chapter 2, 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.

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, Amanda. (2011). Chapter 1, The Elements of Coalition Unionism, 17- 31 in *Power in Coalition: Strategies for Strong Unions and Social Change*, Cornell University Press, ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=3138421>.

Walker, L. and Regis-Wilkins, S. (2021). What is sectoral bargaining and how can it help Canada's working class? Press Progress. July 30, 2021. <https://pressprogress.ca/what-is-sectoral-bargaining-and-how-can-it-help-canadas-working-class/>

### **Supplementary:**

Drache, D., LeMesurier, A. and Noiseux, D. (2015). Non-Standard Employment, The Jobs Crisis and Precarity: A Report on the Structural Transformation of the World of Work. Available at SSRN: <https://ssrn.com/abstract=2581041> or <http://dx.doi.org/10.2139/ssrn.2581041>

Chen, M. (2019). Workers confronting the gig economy. *Socialist Register 2020: Beyond Digital Capitalism: New Ways of Living*. Vol. 56. 122-142.

McAlevey, J. (2014). Forging New Class Solidarities: Organizing Hospital Workers. [Vol 51: Socialist Register 2015: Transforming Classes](#)

McCartin, J.A. (2016). Bargaining for the Common Good. Dissent Magazine. Spring. <https://www.dissentmagazine.org/article/bargaining-common-good-community-union-alignment>

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.

## Class #10 Tuesday, Nov. 23 - Climate Change, Work, and the role of Trade Unions

How can changes at work influence climate change? We'll look at the role of trade unions in proposing measures to improve the environment.

### **Required:**

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>

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>

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>

Stanford, Jim. (2021) Employment Transitions and the Phase-Out of Fossil Fuels. The Centre for Future Work. Vancouver. 113 pages. READ: 4-6, 7-12, 16-25, 41-43, 44-51, 52-60, 69, 85-93, 100-104, 105-107.

### **Supplementary:**

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.

Uzzell, David and Räthzel, Nora. (2012). Mending the breach between labour and nature: A case for environmental labour studies. pp. 1 – 12 in the *Green Economy: Working for the Environment*, edited by Nora Räthzel, and David Uzzell, Taylor & Francis Group.

Henriksson, Lars. (2012) Cars, crisis, climate change and class struggle. In Trade Unions in the Green Economy: Working for the Environment, edited by Nora Räthzel, and David Uzzell, Taylor & Francis Group.

## Class # 11 Tuesday, Nov. 30 - The Future of Work

We will consider how the needs of capital are transforming the nature and organization of work, the employment relationship and workers' ability to organize collectively.

### **Required:**

Huws, Ursula. (2014). The Underpinnings of Class in a Digital Age, Chapter 7, 149-181 in Labor in the Global Digital Economy: The Cybertariat Comes of Age, Monthly Review Press.

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.

Radice, Hugo. (2020). There is nothing artificial about AI: Labour, class, utopia, socialism in 21st-Century Capitalism. *Socialist Register 2021: Beyond Digital Capitalism. New Ways of Living.* Vol 57.

### **Supplementary:**

Sangster, J. (2020). The surveillance of service labour: Conditions and possibilities of resistance. *Socialist Register 2021: Beyond Digital Capitalism: New Ways of Living*

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

Levine-Rasky, C. and Kowalchuk, L. (Eds). (2020). *We Resist: Defending the Common Good in Hostile Times*, Kingston: McGill-Queen's University Press.

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 #12 Tuesday, Dec. 7 – The impact of COVID on Work and Labour and post-pandemic recovery strategies

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

**Required:**

Chebly, J., Schiano, A., & Mrhra, D. (2020). The Value of Work: Rethinking Labor Productivity in Times of COVID-19 and Automation. *American Journal of Economics and Sociology*, Vol. 79, No. 4 (September, 2020), 1345–1365. DOI: 10.1111/ajes.12357

Huws, U. (2020). Reaping the whirlwind: Digitalization, restructuring and mobilization in the Covid crisis. *Socialist Register 2021: Beyond Digital Capitalism: New Ways of Living*. 1-13.

Stanford. Jim. (2020). Work After COVID-19: Building a Stronger, Healthier Labour Market. Public Policy Forum. July 21, 2020. <https://ppforum.ca/publications/work-after-covid-19/>

Unifor's Road Map for a Fair, Inclusive and Resilient Economic Recovery. No date.

<https://buildbackbetter.unifor.org/>

**Supplementary:**

Desjardins, D. and Freestone, C. (2020). Covid Further Clouded the Outlook for Canadian Women at Risk of Disruption. RBC. Economics. Current Analysis. March 4, 2021.

Deutscher, P., Drummond, D., Rohr, J. O., Erlikhman, L., Husain, A., Hussain, S., McDonald, S., Mirza, F., Newaz, R., Segal, H. H., Trudell, C., & Wissink, R. (2020). *The Future of Work Post-Pandemic*. Queen's University. School of Policy Studies.

Flood, C. M., MacDonnell, V., Philpott, J., Thériault, S. and Venkatapuram S. (2020). Vulnerable: The Law, Policy and Ethics of COVID-19. University of Ottawa Press. See Section E: This Job Is Gonna Kill Me: Working And Covid-19.

Public Health Agency of Canada. 2020. [From risk to resilience: An equity approach to COVID-19 – The Chief Public Health Officer of Canada's Report on the State of Public Health in Canada 2020 - Canada.ca](#). Section 2, 20-60.

---

## 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](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](http://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](http://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](mailto: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 is 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](http://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](http://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).