

GEOG374: Geographies of Work and Employment

Fall 2018

Class Times

Tuesdays and Thursdays 11:30am - 12:50pm

Location: MC 4063

Instructors

Dr. Nancy Worth

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Office Hours: Thursday 2:45pm - 4:45pm

Dr. Daniel Cockayne

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Office Hours: Tues and Thurs 10:00am - 11:00am

Course text

Herod, A., 2018. *Labor*. Polity Press: Cambridge.

http://politybooks.com/serieslanding/?subject_id=2&series_id=20

Course description

GEOG374 is a course that explores economic geography and the global economy from the point of view of the worker. We take an expansive view of work to explore the wide variety of ways and spaces in which different people work - from waged work to contract work to unpaid work in the home and elsewhere. Emphasis is placed on the question of worker agency, examining not only 'traditional' forms of collective action like unionization, but also more radical demands of work refusal, universal basic income, and wages for housework. The course also explores primary research into work through a student assignment involving an interview with a friend or family member about their working life. The course thus emphasizes the exploration of critical content about work through reading, but also through primary research.

Course objectives

- To understand how work has been understood differently in different times, places, and by different kinds of people.
- To give an overview of some of the major topics of import in the economic geography of work.
- To understand how work can be thought of as political.
- To develop primary research skills through an interview-based assignment.

Assessment value and deadlines

Component	Value	Due
Seminar preparation	6 x 5% (30% in total)	Sunday before the week's discussion
Working life story assignment		
TCPS2 ethics form	0% (mandatory)	Friday Sept. 28 st on LEARN by 5pm
Interview plan	5%	Friday Oct. 5 th on LEARN by 5pm
Transcript	5%	Friday Nov. 2 nd on LEARN by 5pm
Written response	10%	
Presentation	10%	Weeks 11 & 12 during class
Take-home exam essay	40%	During the exam period

Assessment details

Seminar preparation

Beginning in week 4, you will write six critical reflections on the content assigned and discussed in class. You are encouraged to examine one particular aspect of the week's materials in detail and to engage deeply with one idea or issue that interested you rather than broadly with the week's topic as a whole. You should be engaging critically with the text and discussions - not providing a description of what was said or a comprehensive response. You should write approximately 300 words for each response. Though the responses are expected to be short, they should not be rushed or an afterthought - you should carefully revise and proof-read these responses before they are handed in.

Working life story assignment

You will interview a friend or family member about their working lives, recording and transcribing the interview. You will then write a reflection on the process of interviewing and your most significant findings and give a presentation in class. You will also complete the ethics training required of all scholars undertaking research with people. For more details see the assignment document.

Take-home exam essay

During the exam period, you will write a take-home essay that will ask for a critical reflection on the class content. The exam will cover the whole course content and should be thoughtfully written and include in-text citations and a list of references. You will be encouraged in this assignment to think about some of the big picture ideas and your critical responses to them.

Lateness policy

Late assignments will be assigned a penalty of 10% for every day that they are late.

Schedule

Week	Date	Topic	Instructor
Week 1	Thursday Sept. 6th	Introduction	Cockayne and Worth

Week 2	Tuesday Sept. 11th	Work Throughout History Introduction and Chapter 1 of <i>Labor</i> .	Cockayne
	Thursday Sept. 13th	Theodore, N., 2016. Worlds of work: challenging landscapes of production and the new geography of opportunity. <i>Geography Compass</i> , 10(4), 179-189.	
Week 3	Tuesday Sept. 18th	Labor, Class, and Unionization Chapter 5 of <i>Labor</i> .	Cockayne
	Thursday Sept. 20th	Tufts, S., 2007. Emerging labor strategies in Toronto's hotel sector: towards a spatial circuit of renewal. <i>Environment and Planning A</i> , 39(10), 2383-2404. <i>Thursday: Introduce "Working Life Story" assignment.</i>	
Week 4	Tuesday Sept. 25th	Social reproduction: Work in the home Federici, S., 2012. <i>Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle</i> . PM Press. p.15-22 (Wages Against Housework).	Worth
	Thursday Sept. 27th	*McDowell, L., 2015. The lives of others: body work, the production of difference, and labor geographies. <i>Economic Geography</i> , 91(1), pp.1-23. Parker, B., 2015. Reproduction... Amplified. <i>Precarious Worlds: Contested Geographies of Social Reproduction</i> , 25, p.118-136. <i>Friday Sept. 28th at 5pm LEARN: TCPS Ethics Form due.</i>	
Week 5	Tuesday Oct. 2nd	Interactive service work in the New Economy Chapter 6 of <i>Labor</i> .	Worth
	Thursday Oct. 4th	*Hracs, B.J. and Leslie, D., 2014. Aesthetic labour in creative industries: the case of independent musicians in Toronto, Canada. <i>Area</i> , 46(1), pp.66-	

		<p>73.</p> <p>McDowell, L., 1997. Thinking through work: gender, power and space. In <i>Capital culture: Gender at work in the city</i>. London: Blackwell. pp. 11-42.</p> <p><i>Friday Oct. 5th at 5pm on LEARN: Interview Plan due.</i></p>	
Week 6	Tuesday Oct. 9th	No Class	
	Thursday Oct. 11th	<p>Neoliberal austerity Chapter 4 of <i>Labor</i>.</p>	Worth
Week 7	Tuesday Oct. 16th	<p>Peck, J., 2002. Political economies of scale: Fast policy, interscalar relations, and neoliberal workfare. <i>Economic geography</i>, 78(3), pp.331-360.</p> <p>*Hall, S. M. 2016. Everyday family experiences of the financial crisis: getting by in the recent economic recession. <i>Journal of Economic Geography</i>, 16(2), 305-330.</p>	
	Thursday Oct. 18th	<p>I, Daniel Blake Wilde, A., 2017. I, Daniel Blake. <i>The Journal of Poverty and Social Justice</i>, 25(2), p.189.</p>	
Week 8	Tuesday Oct. 23rd	<p>Youth and work Jones, A., 2011. Theorising international youth volunteering: training for global (corporate) work?. <i>Transactions of the institute of British geographers</i>, 36(4), pp.530-544.</p> <p>McDowell, L., 2002. Transitions to work: masculine identities, youth inequality and labour market change. <i>Gender, Place and Culture: A Journal of Feminist Geography</i>, 9(1), pp.39-59.</p> <p>*Worth, N. 2016. Feeling precarious: millennial women and work. <i>Environment and Planning D</i>, 34(4), 601-616.</p>	Worth
	Thursday Oct. 25th		

Week 9	Tuesday Oct. 30th	<p>Temporary work and unfreedom Fudge, J. and Strauss, K., 2013. Temporary work, agencies, and unfree labour: Insecurity in the new world of work. In <i>Temporary Work, Agencies and Unfree Labour</i> (pp. 17-41). Routledge.</p> <p>Reid-Musson, E., 2017. Grown close to home™: migrant farmworker (im)mobilities and unfreedom on Canadian family farms. <i>Annals of the American Association of Geographers</i>, 107(3), pp.716-730.</p> <p><i>Friday Nov. 2nd at 5pm on LEARN: Transcript and Reading Response due.</i></p>	Worth
	Thursday Nov. 1st		
Week 10	Tuesday Nov. 6th	<p>Entrepreneurship and Startup Economies <i>Field Trip to Shopify Waterloo (Tuesday).</i></p> <p>Gill, R., 2002. Cool, creative, and egalitarian? Exploring gender in project-based new media work in Euro. <i>Information, Communication & Society</i>, 5(1), 70-89.</p> <p>Vinodrai, T., 2016. A tale of two cities: innovation, talent attraction and governance in Canada's Technology Triangle. In: Wolfe, D. A, Gertler, M. S. (eds) <i>Growing Urban Economies: Innovation, Creativity, and Governance in the 21st Century Canadian City-Regions</i>.</p> <p>*Cockayne, D., 2016. Entrepreneurial affect: attachment to work practice in San Francisco's digital media sector. <i>Environment and Planning D: Society and Space</i>, 34(3), 456-473.</p>	Cockayne
	Thursday Nov. 8th		
Week 11	Tuesday Nov. 13th	<p>Work in the Global South Chapters 3 & 4 of <i>Labor</i>.</p> <p>Mullings, B., 1999. Sides of the same coin?: Coping and resistance among Jamaican data-entry operators. <i>Annals of the Association of American Geographers</i>, 89(2), 290-311.</p>	Cockayne
	Thursday Nov. 15th		

		<p>*Werner, M., 2011. Coloniality and the contours of global production in the Dominican Republic and Haiti. <i>Antipode</i>, 43(5), 1573-1597.</p> <p><i>Class Presentations on Working Life Story Assignment.</i></p>	
Week 12	Tuesday Nov. 20th	<p>Race in the Global Economy Nakamura, L., 2014. Indigenous circuits: Navajo women and the racialization of electronic manufacture. <i>American Quarterly</i>, 66(4), 919-941.</p> <p>Pulido, L., 2007. A day without immigrants: the racial and class politics of immigrant exclusion. <i>Antipode</i>, 39(1), 1-7.</p> <p><i>Information on the Take-Home Exam.</i></p>	Cockayne
	Thursday Nov. 22nd		
Week 13	Tuesday Nov. 27th	<p>Alternatives and Anti-Work Politics Chapters 7 & 8 of <i>Labor</i>.</p> <p>*Ferguson, J., 2015. Cash transfers and the new welfare states. In: <i>Give A Man A Fish: Reflections on the New Politics of Distribution</i>. Duke University Press: Durham.</p> <p>Gibson-Graham, J. K., Cameron, J., and Healy, S., 2013. Reframing the Economy, Reframing Ourselves. In <i>Take Back The Economy</i>. University of Minnesota Press: Minneapolis: pp. 1-17.</p> <p>*Souvlis, G. and Weeks, K., 2017. Feminism and the refusal of work: an interview with Kathi Weeks. <i>PoliticalCritique.org</i>. Available at: http://politicalcritique.org/world/2017/souvlis-weeks-feminism-marxism-work-interview/.</p>	Cockayne
	Thursday Nov. 29th		

UNIVERSITY POLICIES

Unclaimed assignments

Unclaimed assignments will be retained until one month after term grades become official in quest. After that time, they will be destroyed in compliance with UW's confidential shredding procedures.

Academic integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University's guiding principles on academic integrity can be found here:

www.uwaterloo.ca/academicintegrity.

ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students:

<http://uwaterloo.ca/academicintegrity/Students/index.html>.

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Student who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also visit this webpage: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academicintegrity-tutorial>.

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline:

<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>.

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70 - Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>.

Research ethics

Please also note that the 'University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of

research that involves humans as participants, the please contact the course instructor for guidance and see <https://uwaterloo.ca/research/office-research-ethics>.

Note for students with disabilities

The AccessAbility Office located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AccessAbility Office at the beginning of each academic term.

Mental health

The University of Waterloo, the Faculty of Environment, and our Department's consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and/or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services (www.uwaterloo.ca/counselling-services) is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

Religion observances

Student needs to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

LEARN

Course information will be accessible on the LEARN platform. Users can login to LEARN via: <http://learn.uwaterloo.ca/>. Use your WatIAM/Quest username and password. Documentation for LEARN is available at: http://av.uwaterloo.ca/uwace/training_documentation/index.html.

LEARN is a web-based course management system that enables instructors to manage course materials (posting of lecture notes etc.), interact with their students (drop boxes for student

submissions, on-line quizzes, discussion boards, course e-mail etc.), and provide feedback (grades, assignment comments etc.). The degree to which LEARN is utilized in a particular course is left to the discretion of the instructor and therefore, you may find a large variance in how LEARN is being used from course to another.