

LAURENTIAN UNIVERSITY – WINTER 2016 – Dr. Reuben Roth
LABOUR STUDIES PROGRAM – SCHOOL OF NORTHERN DEVELOPMENT

LBST 3136 - Occupational Health and Safety: The Social, Political, and Economic Landscapes

Lecture/Tutorial: Wednesdays, 7:00-10:00 p.m.
Classroom: C-301
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Office Hours: As posted on my office door. Otherwise, appointments preferred.

COURSE DESCRIPTION (CALENDAR)

This course covers Occupational Health and Safety (OHS) legislation. Emphasis is on the social and political implications of OHS regulations and competing approaches to safety from neoclassical economics to labour-based strategies. (Lec3/Sem3) PREREQ: LBST 2106 or LBST 4106 or instructor's permission.

COURSE OVERVIEW

The chief aim of this course is to provide you with the conceptual tools and theoretical perspectives that will help you to analyze how social actors 'perform' their respective roles within the framework of occupational health and safety in modern capitalist societies, as well as the (historic, theoretical) events and developments that take place in these societies. At the conclusion of this course, students should have an improved understanding of the role of occupational health and safety in a capitalist society, a critical appreciation of how, for example, neoclassical economists have analyzed the costs of occupational health and safety over time, and a critical understanding of some specialized concepts such as the legal framework of workplace OHS and worker's compensation. On completing this course, among the concepts and issues that students will understand are:

- how workplace hazards, accidents and injuries may be socially constructed;
- the role of the state and private enterprise in constructing unsafe OHS regimes;
- the broad range of roles and contextual factors involved in Occupational Health Safety and their impact(s) on society;
- the myths of 'internal responsibility' and 'consensus';
- the economics of injury and recovery;

- worker exploitation in market economies;
- understanding OHS from social, economic and political perspectives,
- the relationships among workplace health & safety, the labour market, class & gender;
- the politics of injury and compensation;
- how occupational health and environmental health are conjoined;
- identifying the various actors involved in OHS in Ontario.

COURSE REQUIREMENTS AND GRADING

Each requirement and weighted grade is described in detail below. Grading is based on student attendance, participation, reading journals, oral presentations and two essay assignments.

GRADING:

Attendance	10% (ongoing)
Participation	10% (ongoing)
Reading Journal Sets (4)	20% (see due dates below)
Literature Review	20% (due February 24, 2016)
Research Paper Proposal	15% (due March 16, 2016)
Final Research Paper	25% (due April 6, 2016)

Note that student participation is a key component in the organization of this course, and its success depends largely on you.

REQUIRED TEXTS

Barnetson, Bob. 2010. *The Political Economy of Workplace Injury in Canada*. Athabasca AB: AU Press.

Roth, Reuben (editor). 2016. (Photocopied course reader). *Course Reader for LBST 3136 – Occupational Health and Safety: The Social, Political, and Economic Landscapes*.**

**** NOTE: This photocopied, bound reader will be made available at Kwik Kopy Design and Print Centre, 75 Elm Street, Sudbury (corner Elm and Elgin) Tel. (705) 671-0070. Cost: approximately \$30. No refunds. This mandatory course reader includes many important articles, essays and book chapters which are assigned in our weekly readings (see below).**

POLICIES: CITATION, PLAGARISM, LATE ASSIGNMENTS, ATTENDANCE:

Academic Citation and Plagiarism

Students are expected to consult a standard social science style guide to ensure the correct citation style (either ASA or APA formats are acceptable and readily available online). I will recommend a variety of style guides during in-class discussions. Plagiarism has always been with us but easy Internet access makes this act more tempting than ever. Plagiarism and other forms of academic dishonesty are extremely serious academic offences. Penalties range from failure in an assignment or exam to expulsion from the University. Definitions, penalties and procedures for dealing with plagiarism are set out on Laurentian University's website.

IMPORTANT ADDITIONAL NOTICE ON PLAGIARISM:

Be aware that insufficient or ‘deceptive’ citation constitutes grounds for plagiarism. You should be familiar with proper citation at this stage in your academic career and are assumed responsible for uncited work taken from another source. **In short, when in doubt it is always preferable to overcite, rather than undercite.** Again, this is an extremely serious academic offence that carries penalties varying from failure in an assignment to suspension or expulsion from the University. Unfortunately I regularly report acts of plagiarism and this report appears on a student’s Laurentian University record.

Policy on Missed or Late Assignments

Assignments are due on the dates specified in this outline. No extensions will be granted without medical documentation. Late assignments will be subject to a 5% penalty for each day after the due date. After one week has elapsed without an assignment, you will receive an automatic grade of ‘F’ unless you provide sufficient medical documentation.

Attendance

You are required to attend all lectures and sign an attendance sheet that will be distributed after the break.

IMPORTANT NOTE: Please do not phone or email me to report an absence. This is not the practice in universities, where personal responsibility and independence are both assumed.

FACEBOOK

You will be required to join the “LBST 3136” Group Page. Joining is simple but requires that you have or establish a *Facebook* account. Those who are reluctant to do so can ‘lurk’ without an account. I prefer using social media to communicate important information, such as relevant news items, changes to our schedule, useful resources, additional instructions, etc. This is also a useful two-way communication forum for you to contact your classmates in order to obtain notes, since I don’t upload them and I do not use D2L.

LBST 3136 – WINTER 2016 – WEEKLY SCHEDULE

Required readings are listed below. It is assumed that you will have done these prior to our weekly classes. Students are responsible for all material presented in lectures and seminars, including presentations and videos. If you cannot attend class, you should make arrangements to get notes from another student in the class. I do not provide lecture notes online or to individual students.

WEEK 1: JANUARY 6, 2016

THEME: **A Brief Introduction.**

Introduction, description and overview of the course themes. Discussion of evaluation, grading, assignments and course textbooks.

READING: Doyal, Chapter 1, “Understanding Health and Medicine”

WEEK 2: JANUARY 13, 2016

THEME: **The landscape of employment rights, relations and injury in Canada**

READING: Barnetson, Introduction

READING: Barnetson, Chapter One: “Employment Relationships in Canada”

READING: Barnetson, Chapter Two: “Preventing Workplace Injury”

WEEK 3: JANUARY 20, 2016

THEME: **OHS, the State and Ideology**

READING: Marx, Capital Volume 1, Chapter 14, part 5 “The Capitalist Character of Manufacture” Pp. 470-491.

READING: Heino, “The State, Class and Occupational Health and Safety.” Pp. 150-167.

⇒ *Journal Set #1 due*

WEEK 4: JANUARY 27, 2016

THEME: **The History of OHS Regimes: Workers’ Health and Workplace regulation**

READING: Reasons et al., Chapter 11, “Workers’ Health and Workers’ History”

READING: Rogers, Chapter 1, “From Common Law to Factory Laws”

READING: Firth et al., Chapter 4. “A Turning Point: The Elliot Lake Experience”

WEEK 5: FEBRUARY 3, 2016

THEME: **The Social Construction of Hazards and Injury**

READING: Reasons et al., Chapter 7, “The “Dumb Worker”: Blaming the Victim”

READING: James, “Occupational Injury: Accidental or a Reflection of Conflict Between Capital and Labour?”

READING: Hopkins, “The Social Construction of Repetition Strain Injury”

WEEK 6: FEBRUARY 10, 2016

THEME: Thinking Critically About OHS

READING: Barnetson, Chapter Three: “Critique of OHS in Canada”

READING: Reasons et al., Chapter 1, “Your Money and Your Life”

READING: Reasons et al., Chapter 2, “On Killing and Injuring at Work”

⇒ *Journal Set #2 due*

NO CLASS ON FEBRUARY 15, 2016 – WINTER STUDY WEEK – FEB. 19, 2016

WEEK 7: FEBRUARY 24, 2016

THEME: Markets and Work Part I: The Myth of Consensus

READING: Barnetson, Chapter Four: “Political Economy of Preventing Workplace Injury”

READING: Glasbeek and Tucker, “Death by Consensus: The Westray Story”

READING: Lewchuck et al., “Precarious Employment and the Internal Responsibility System: Some Canadian Experiences”

⇒ *Literature Review Due Date*

WEEK 8: MARCH 2, 2016

THEME: Markets and Work Part II: Management Views and Critique

READING: Reiman and Rollenhagen, “Does the concept of safety culture help or hinder systems thinking in safety?”

READING: McGarity and Shapiro, “OSHA and Overregulation: Should Cost-Benefit Analysis Apply?”

READING: Tucker, “The Westray Mine Disaster and its Aftermath: The Politics of Causation”

WEEK 9: MARCH 9, 2016

THEME: Women, Gender and OHS in the Paid Workplace

READING: Reasons et al., Chapter Five: “Women’s Work/ Women’s Health.”

READING: Harrison et al., “Work Related Injury Among Aging Women”

⇒ *Journal Set #3 due*

WEEK 10: MARCH 16, 2016

THEME: Worker Representation and Participation

READING: Walters and Nichols, “Introduction: Representing Workers on Health and Safety in the Modern World of Work”

READING: James, Chapter 10, “Worker Representation and Health and Safety: Reflections on the Past, Present and Future”

READING: Tucker, “Worker Participation in Health and Safety: Lessons from Sweden”

⇒ *Research Paper Proposal Due Date*

Week 11: March 23, 2016
THEME: **The Politics of Workplace Injury and Compensation**
READING: Barnetson, Chapter Five, "Compensation of Workplace Injury"
READING: Barnetson, Chapter Six, "Worker Benefits and Claims Management"
READING: Barnetson, Chapter Seven, "Managing Workers via Injury Compensation"

WEEK 12: MARCH 30, 2016 (LAST CLASS)
THEME: **Case Studies in Workplace OHS: Where Do We Go From Here?**
READING: Paap, "The Bodily Costs of This Social Wage: Occupational Safety in the Construction Industry"
READING: Roth, "Suck it Up, Buttercup": A Culture of Acceptable Workplace Violence in Group Homes"
READING: Barnetson, Chapter Eight: "Conclusion"
⇒ *Journal Set #4 due*

WEEK 13 APRIL 6, 2016
NO CLASS

⇒ *Final paper due – send it via email. Be sure to put your name in the MS-Word filename.*

WINTER SESSION EXAMINATION PERIOD: APRIL 7, 2016 – APRIL 30, 2016.

LBST 3136-EL01: DETAILED OVERVIEW OF REQUIREMENTS AND ASSIGNMENTS

SEMINAR PARTICIPATION

You will be expected to participate in seminar discussion, after having prepared for each class' readings *beforehand* on the dates indicated above.

I suggest that you use your reading journal as a springboard for a prepared discussion in class. In other words, your reading journal will play a key role in helping you to form and express your most informed viewpoints in seminar discussions, so it is crucial that you keep up with both your readings and journal.

ASSIGNMENT #1 – READING JOURNALS (20%)

Every student in the course will be required to keep a reading journal of approximately 1,000 words per entry (i.e. for each assigned set of readings). At scheduled intervals (see below) you will bundle your 3-4 individual journals and then hand these ‘**journal sets**’ to me for grading.

The reading journal is where you will: (a) Note your observations, comments, questions and reflections on the readings – in short, what was good, what was bad and what was interesting about our assigned reading for that class? From what theoretical tradition do the readings emerge? How does a reading relate to your own paradigm or worldview? This is also where you share your critical comments or questions; and (b) introduce and link our assigned readings to examples from other texts you’ve read, your own experiences, observations, media reports, etc.. You can also link the readings to daily experience (including media/news events, global issues, relevant personal experiences, etc.) and analyze these using the course material. **Your reading journal should be brought to every class and you should be prepared to share your journal entries during our seminars and presentations. Given your prior preparation, this should encourage informed class discussions.**

Your journal will be graded on the extent to which it shows that you are learning, understanding and synthesizing the course material and are capable of *applying* readings and theories to actual events. I’ll use Bloom’s Taxonomy to gauge your progress. Each journal set (4 total) is worth 5%, for a total of 20% of your final grade.

Some questions you might raise about class readings in journals or presentations can include the following:

1. What are the basic assumptions that inform the reading?
 - a. What is the overarching claim? (the thesis)
 - b. What are the major and subordinate organizing ideas that underpin and support the thesis? (controlling and sub-controlling statements [I’ll discuss these in class])
2. What serious questions does the reading raise regarding the nature and purpose of capitalism, OHS regimes, workers, labour markets and the economy?
3. What serious omissions do you feel should be in the reading?
 - a. How do these omissions distort or undermine the author’s position?
4. What ideology, paradigm, or worldview governs the author’s viewpoint?
5. In what ways does this article reinforce, extend, challenge, or oppose your own views on the social, political, and economic spheres of occupational health and safety? **Be specific.**

ASSIGNMENT #2 – LITERATURE REVIEW [CRITICAL ARTICLE REVIEW] (20%)

Analyze one of the articles in our LBST-3136 Course Reader (or a reading that I’ve approved) using the methods outlined below. Use discretion in selecting your article. It should be of sufficient length and complexity to satisfy the basic requirements of this assignment. Not all articles in our Course Reader are appropriate. Your deadline is Feb. 24, 2016. You are advised to begin early.

The Details:

1. Prove that you understand the author's major point(s) and the structure of the author's argument by briefly summarizing the article's **goal, thesis statement, controlling/sub-controlling statement(s)** and **conclusion**. Do not get 'stuck' in this descriptive summary.
2. **Indicate the author's paradigm and explain why you selected it.** (i.e. 'Structural-Functional', 'Social-Conflict', 'Symbolic-Interaction', 'Post-Modern', or 'Feminist').
3. Give me a **minimum of two points** as to why you agree or disagree with the author. Prove your analytical competence by detailing **why** you agree or disagree with the author. Back-up your argument. Use sociological fact and theory, rather than your own opinion(s). Don't be afraid to take a position either for *or* against a reading, as long as you can **back your argument** with logic, reason, analysis and proof in the form of quotes, statistics, theory, etc., but don't forget to use what you've learned of economics or sociology related to this or your other courses.
4. **Quote with precision** (i.e. don't quote an entire paragraph) to support your analysis. Do not bury your thought in needlessly complex language. Always use clear language to demonstrate your analytical competence. **DO NOT PAD YOUR ESSAY.**
5. The minimum essay length is *approximately* 10 pages (double-spaced). Bibliographic citations, references and footnotes do not constitute part of this minimum.
6. Use plain, white letter paper (8 ½ x11 inches) with a staple in the top left corner. No report covers. Number your pages. Font: Times New Roman, 12 point, standard double spacing, except for quotations over 2 lines, which should be single spaced & indented.
7. A standard (ASA/APA style) cover page should include: a title, your name, student number, email address, course title, professor's name and date.
8. Include a 'Bibliography' page, listing all the sources used in your essay. Use only a recognized citation and reference style (APA or ASA).
9. Note that your essay must be a cohesive, integrated work in a narrative (not annotated) form.
10. Correct grammar, spelling, sentence structure, logic, style, etc. are graded.

ASSIGNMENT #3 - RESEARCH PAPER PROPOSAL (15%)

The research paper proposal is a brief (4-5 pp.) statement of the specific research essay topic, outlining the nature of the research you will be conducting for the final research paper. This should include the detailed **concepts** to be used and the **methods** to be followed to investigate your topic. A critical aspect of the proposal is to identify the specific research question that will be examined in your final essay. Essentially, the research proposal is a road map for your essay. A carefully prepared proposal inevitably leads to a strong essay. The more narrowly focused your proposal, the better the essay. **The research paper proposal is due on March 16, 2016.**

GUIDE: How to Write a Research Proposal

Most students and beginning researchers do not fully understand what a research proposal means, nor do they understand its importance. To put it bluntly, one's research is only as good as one's proposal. An ill-conceived proposal dooms the project even if it somehow gets through the Thesis Supervisory Committee. A high quality proposal, on the other hand, not only promises success for the project, but also impresses your Thesis Committee about your potential as a researcher.

A research proposal is intended to convince others that you have a worthwhile research project and that you have the competence and the work-plan to complete it. Generally, a research proposal should contain all the key elements involved in the research process and include sufficient information for the readers to evaluate the proposed study.

Regardless of your research area and the methodology you choose, all research proposals must address the following questions: What you plan to accomplish, why you want to do it and how you are going to do it.

The proposal should have sufficient information to convince your readers that you have an important research idea, that you have a good grasp of the relevant literature and the major issues, and that your methodology is sound.

The quality of your research proposal depends not only on the quality of your proposed project, but also on the quality of your proposal writing. A good research project may run the risk of rejection simply because the proposal is poorly written. Therefore, it pays if your writing is coherent, clear and compelling.

NOTE: This assignment is an exercise which focuses on proposal writing, rather than on the specific development of research ideas.

Title:

It should be concise and descriptive. For example, the phrase, "An investigation of . . ." could be omitted. Often titles are stated in terms of a functional relationship, because such titles clearly indicate the independent and dependent variables. However, if possible, think of an informative but catchy title. An effective title not only pricks the reader's interest, but also predisposes him/her favourably towards the proposal.

Abstract:

It is a brief summary of approximately 300 words. It should include the research question, the rationale for the study, the hypothesis (if any), the method and the main findings. Descriptions of the method may include the design, procedures, the sample and any instruments that will be used.

Introduction:

The main purpose of the introduction is to provide the necessary background or context for your research problem. How to frame the research problem is perhaps the biggest problem in proposal writing.

If the research problem is framed in the context of a general, rambling literature review, then the research question may appear trivial and uninteresting. However, if the same question is placed in the context of a very focused and current research area, its significance will become evident.

Unfortunately, there are no hard and fast rules on how to frame your research question just as there is no prescription on how to write an interesting and informative opening paragraph. A lot depends on your creativity, your ability to think clearly and the depth of your understanding of problem areas.

However, try to place your research question in the context of either a current "hot" area, or an older area that remains viable. Secondly, you need to provide a brief but appropriate historical backdrop. Thirdly, provide the contemporary context in which your proposed research question occupies the central stage. Finally, identify "key players" and refer to the most relevant and representative publications. In short, try to paint your research question in broad brushes and at the same time bring out its significance.

The introduction typically begins with a general statement of the problem area, with a focus on a specific research problem, to be followed by the rationale or justification for the proposed study. The introduction generally covers the following elements:

1. State the research problem, which is often referred to as the purpose of the study.
2. Provide the context and set the stage for your research question in such a way as to show its necessity and importance.
3. Present the rationale of your proposed study and clearly indicate why it is worth doing.
4. Briefly describe the major issues and sub-problems to be addressed by your research.
5. Identify the key independent and dependent variables of your experiment. Alternatively, specify the phenomenon you want to study.
6. State your hypothesis or theory, if any. For exploratory or phenomenological research, you may not have any hypotheses.
7. Set the delimitation or boundaries of your proposed research in order to provide a clear focus.
8. Provide definitions of key concepts. (This is optional.)

SOURCE: Paul T. P. Wong, Ph.D., C.Psych. Research Director, Graduate Program in Counselling Psychology, Trinity Western University.

ASSIGNMENT #4 – FINAL RESEARCH PAPER (25%)

Your final research essay should examine one aspect of the social, political, and economic spheres of occupational health and safety (see below). The research paper is the major assignment for the course and builds on the research paper proposal. The research paper is due on April 6, 2016 and should be approximately 15-20 pages in length, excluding the title page and bibliography. **Just as we do in academic journals, conference proposals/presentations, etc., you can use relevant, edited and improved portions of your proposal in your final paper.**

AN IMPORTANT NOTE ABOUT YOUR ESSAY:

Here are some thoughts about your final essay assignment that might give you some more insight into what I expect.

Simply put, your task in this research paper is **NOT** to ‘educate’ me about a particular OHS-related issue, such as the role of the state, capital, exploitation, labour movement, etc. In fact, the specific topic that you choose is *almost* irrelevant. The topic itself is simply a device that helps to illustrate one of the concepts in our (or someone’s) readings. That’s it.

This means that your final essay is *really* about putting into 'action' one of the theories or concepts that we've been talking about **through** (by use of) your chosen social, political, economic issue, as it is related to occupational health and safety. If your selected issue doesn't adequately illustrate the concept you plan to examine and illustrate, then **change it** and select an issue that **does** illustrate the concept. Either that, or take a deep breath and switch the concept that you're trying to illustrate. *To repeat, your paper is NOT about "informing" me about, for example, how unsafe Ontario's mining industry is, but is REALLY a discussion about a concept or theory that you learned about in the course – and then seeing whether it works by, for example, illustrating the concept by examining the historical development and effect of state regulation on OHS in Ontario's mining industry.*

In short, select an applicable concept or theory and then apply it to an applicable issue or topic *within* the framework of a social, political, economic analysis of occupational health and safety.

This advice is general enough to apply to any of your present or current courses, whether they are at the undergraduate or graduate level.

FINAL RESEARCH PAPER – STRUCTURE

The following structure is not a template that applies to all research essays, but merely one example of how a research essay might be organized. Typically, academic essays with data from field research are composed of a number of subsections. You will follow the same basic structure with some modifications. These will be discussed in-class, where you'll receive a handout on disciplined reporting and essay writing styles.

1. **INTRODUCTION.** This section identifies the major problem or question to be examined in the essay. Although this section is short you need to use it to show the reader the value of what is to follow.
2. **LITERATURE REVIEW.** This section of the essay is a summary of the work by other researchers on the topic you have selected. A literature review is a synthesis of the most important theories and findings, rather than a mere summary of each work. In this section you need to show the reader that you have a strong understanding of the major issues and controversies related to your topic.
3. **RESEARCH METHODS.** In this section you outline the research methods you employed in your research, including the reasons for selecting a particular method, and any potential pitfalls or problems associated with it. An important objective of this section is to show to the reader that the research method will gather data in a *systematic* manner to answer the research question.
NOTE: Research for this course will be based on secondary methods only, so this section will likely be brief. But be sure to include your method(s) nevertheless.
4. **FINDINGS/RESULTS.** In this section you present the most important findings from your field research. Careful consideration should be given as to how to best present the data (tables, charts, photos, etc.). In some cases it may be best to combine this section with the next one to allow for an integration of findings and discussion.
5. **ANALYSIS/DISCUSSION.** The purpose of this section is to explain and analyze the findings from your field research. A critical aspect of this section is to relate your findings to past research and existing theories (as outlined in your literature review section). In this section you will also want give an indication as to how convincing your findings are.
6. **CONCLUSION.** Like the introduction, the conclusion is relatively brief. Its purpose is summarize what you have done and should not raise new questions. The best conclusions are those that follow logically from the introduction; that is, the reader need read only the introduction and conclusion to gain an overview of your essay. Try it before you hand in your essay.

FINAL RESEARCH PAPER - ADDITIONAL INSTRUCTIONS

Below are additional instructions and guidelines for the research essay. Please also refer to the guidelines for the essay included in the course outline, and to class and tutorial discussions.

1. The final research paper will be due on April 6, 2016. You are advised to start planning early.
2. Essays submitted via e-mail or fax without permission will not be accepted. Late assignments will not be accepted without a medical note signed and dated by a physician on institutional letterhead.
3. This is a social science course, so please use ASA or APA citation style at all times.
4. The final paper must include references to our assigned textbooks, as well as to other recognized sources including journal articles. Although electronic sources may be used, they must be authoritative. Many academic journals are now available online and these are quite acceptable, but strictly avoid using 'amateur' (i.e. non-academic, non-authoritative) websites. Because of the timely nature of the subject matter (i.e. OHS regimes and regulations) you will find much recent material online in newspapers and newsmagazines, as well as professional association journals. However, *you must limit non-academic (i.e. newspapers, etc.) electronic resources to not more than 50 percent of your total referenced material.*
5. On the cover page include your name, student number, telephone number, email address, course title and number. The font should be Times New Roman, 12-point. Other considerations are as follows: double-space, use one-inch margins, page numbers, cover page, single staple. *Please do not use report covers.*
6. Grammar, spelling and sentence structure, as well the organization of the essay, are important elements. You may find it helpful to make an appointment with the Laurentian University Writing Skills Centre (at Desmarais Library) to have a draft of the essay reviewed by a writing instructor. I'll be available for specific questions on essay content and form and will discuss the detailed assignment parameters in class.
7. Regardless of your particular subject it is strongly advised that you carefully describe the topic under analysis. You may do this by using both internal and external documentation, including details on organizational structure, stated mandate, size, composition, etc.
8. Please do not pad your essay with needless verbiage. I appreciate and grade proper academic essay writing and *needless wordiness will be penalized*. I will distribute writing guidelines (applicable throughout the social sciences) in class.
9. I strongly advise using a writing guide such as Trent University's Academic Skills Centre's *Thinking it Through: A Practical Guide to Academic Essay Writing*. Chapters VI-VIII are especially useful with regard to this assignment.

Version: January 6, 2016

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LBST-3136 — FINAL ESSAY ASSESSMENT SHEET—VALUE: 25%

ASSIGNED PARAMETERS:

- Thesis statement/goal: a clearly identified research question under examination; outlined precise nature of research, including methods, theory(ies), variable(s). [4]
- Sufficiently detailed description of the topic under analysis, etc. [2]
- Brief literature review synthesized previous research, important theories and findings; Correctly presented, analyzed, discussed research findings; findings are convincing [3]
- Conclusion summarized work/findings and followed logically from introduction, thesis. [2]
- Examined aspects of an issue related to economic, social, political spheres of OHS, correctly employing relevant theories and/or concepts. [4]

/15 maximum total

CONCEPTION/MECHANICS:

- Paper was well-conceived (i.e. used rational argument and lacked logical lapses). [5]
- Paper was properly cited, (i.e. included standard academic citation and bibliography). [1]
- University-level grammar, spelling, sentence structure, et cetera. [4]

/10 maximum total

BONUS:

- Bonus points** for original ideas presented with clarity and depth. [1]
- Bonus points** for presentation enacted with skill of writing and clear presentation. [1]

/25 maximum possible total

LBST-3136 – Proposal Evaluation Sheet – Value: 15%

- Proposal clearly identified a **specific research question** to be examined in final essay. [2]
- Statement outlining in detail the **precise** nature of your proposed research, including **how** you will conduct this research (including sociological theory, methods, identified variables, etc). [4]
- Proposal identified and briefly discussed the academic literature to be used in final essay. [2]
- Proposal was well conceived (i.e. used rational argument and lacked logical lapses). [2]
- Proposal was well written (e.g. coherent, correct spelling, grammar, sentence structure). [4]
- Proposal was properly cited, (i.e. included standard academic citation and bibliography). [1]

BONUS POINTS (rare):

- Bonus points for original ideas presented with **extraordinary** clarity and depth. [1]
- Bonus points for presentation enacted with **superlative** writing skills. [1]

LBST-3136 – Critical Article Review Evaluation Sheet (20%) – R. Roth

- Brief description/summary of the article, including goal(s), thesis statement, controlling & sub-controlling statements, author's conclusion and paradigm. [4]
- Demonstrated understanding of the author's argument(s), using expected level of to economic, social, political content and analysis. [8]
- Introduction/clear statement of position or thesis/clearly stated conclusion. [4]
- University level grammar, spelling, sentence structure, bibliographic citation. [4]

Bonus points (a rarity)

- Bonus **points** for original ideas presented with clarity and depth. [1]
- Bonus **points** for presentation enacted with skill of writing and clear presentation. [1]

LBST-3136 - STUDENT INFORMATION SHEET AND AGREEMENT -- DR. R. ROTH

Full Name: _____ Your Home City: _____

Your **REAL** E-mail Address: _____

Your Major: _____ Your Year: _____

Why are you taking this course? Check all that apply:

<input type="checkbox"/> It takes place at a convenient time and/or convenient day.	<input type="checkbox"/> Interested in the subject.
<input type="checkbox"/> To satisfy a general requirement.	<input type="checkbox"/> Other - Explain: _____
<input type="checkbox"/> It's a requirement for my major.	_____

What do you hope to get out of this course? _____

On what career path are you planning to embark on after you graduate?

Where do you get your news (CHECK ALL THAT APPLY):

- I don't really care about the news very much.
- Internet. If so, what news site(s): _____
- Television. If so, what TV station(s) or network(s): _____
- Radio. If so, what radio station(s) _____
- I read the newspaper. If so, what newspaper(s) _____
- Magazine(s). If so, what magazine(s): _____
- When it's really important I get the news from my friends or family.
- Other _____

I have read the course outline. I agree with and understand fully the course requirements and the policies on attendance, punctuality, late papers and plagiarism. I understand that the views expressed by students in this class are confidential, but may anonymously appear in a paper or presentation someday.

Signed: _____ Dated: _____