LAURENTIAN UNIVERSITY - DEPARTMENT OF SOCIOLOGY

SOCI-4086-EL01 – CLASS, RACE, GENDER AND ETHNICITY IN THE WORKPLACE

WINTER 2014

DR. REUBEN ROTH

Lecture/Tutorial:	Tuesdays 7:00p.m. – 9:50 p.m.
Location:	Classroom Building, Room C-201
Professor:	Dr. Reuben Roth
Email/Website:	rroth@laurentian.ca and www.reubenroth.com
Office:	A-347
Office Hours:	Tuesdays 5:30-7:00 PM and Wednesdays 4-5:30 PM
Telephone:	705-675-1151 ext. #4362 (email is preferred)
Office Hours:	As posted on my office door. Appointments preferred.

MY ADVICE: Look it up in the syllabus before asking me.

COURSE DESCRIPTION (CALENDAR)

Traditionally, the workplace has been organized and segregated on race, gender and ethnic lines. This course examines the way these social variables affect the contemporary workplace.

COURSE OVERVIEW

This course examines the intersections of class, race, gender and ethnicity as interlocking systems of oppression within (and beyond) the paid workplace. We will examine how these are far from 'accidental' byproducts of social organization, but instead are key contributors to *both* the economic and social structures of capitalism. We will take an historical-materialist approach to the subject matter, as it will be useful in helping us to understand the underlying features of inequality in its many forms. Within the framework of conflict/feminist/Marxist paradigms, we will examine how concepts of class, race, gender, and ethnicity operate and organize the workplace, investigating how academics have made sense of these concepts and the inequalities associated with them.

Students will be asked to work toward understanding class, race, gender, and ethnicity as socially constructed but nonetheless meaningful in the way lives are affected by one's intersecting social location(s). We will begin with a brief overview and history of the organization of the workplace within capitalism and will review the 'necessity' of social stratification in this context. We will also examine some examples of resisting the inequalities associated with class, race, gender, and ethnicity, primarily within the confines of the paid workplace. Along the way we may pay some attention to the household sphere and other unpaid sectors of the economy.

MANDATORY TEXTS:

Author	Title/Year	Publisher
Das, Gupta, Tania.	*Real Nurses and Others: Racism in Nursing*. 2009.	Halifax: Fernwood.
Roth, Reuben (ed).	*Course Reader for SOCI 4086 EL-01 – Class, Gender, Race and Ethnicity in the Workplace. Winter 2014 Edition.*	Photocopied Reader**
Zweig, Michael (ed.)	*What's Class Got to Do With It? American Society in the Twenty-First Century.*	ILR/Cornell University Press

***** NOTE: Additional mandatory readings, articles and web-based materials may be made available on reserve at the library or distributed in class.***

REGARDING THE MANDATORY COURSE READER:

***** NOTE: This photocopied and bound reader is available at KKD (Kwik Kopy Design and Print Centre), 75 Elm Street (corner of Elm and Elgin, across from the School of Architecture) at a cost of approximately $35-$40. No refunds. Tel. 705-671-0700. Phone ahead to pre-order.***

COURSE REQUIREMENTS AND GRADING

Your grade is based on several elements; each designed to build a portfolio of understanding: attendance, seminar participation, critical essay, proposal, and a final essay assignment. The first essay is a critical article review on a single reading, next is a brief (but highly disciplined) essay proposal that should include a review of the most relevant literature (NOT a broad selection of literature, but what is most relevant to your proposed final research essay question). This will form a component of your final research essay, which focuses on one aspect of: (1) race, (2) gender, (3) ethnicity or (4) class relations *within the context of the workplace*.

Student presentations are another key component of the course. Each of you will present that week's assigned reading (20-30 minutes maximum) and you will then lead the class in an *informed* discussion and/or group exercise. Your presentations will not simply describe the article, but will analyse it and be graded with that analysis in mind. Sign-up sheets will be available shortly. Each requirement and weighted grade is described in more detail below.

GRADING

Attendance	10% (attendance sheet will be distributed after the break)
Participation	15% (see the self-assessment form at the back of this syllabus)
Oral Presentations	15% (dates will be determined on a sign-up sheet)
Critical Article Review	10% (due: Jan. 28, 2014)
Research Paper Proposal	20% (due Feb. 11, 2014)
Final Research Essay	30% (due April 1, 2014)

ATTENDANCE

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

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). I can 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. Please note that I report all violations of the university policy.

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 permanent 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.

FACEBOOK

You will be asked to join the SOCI-4086 *Facebook* group on the Laurentian *Facebook* network. I use this electronic method to communicate important information, such as relevant academic papers, news items, changes to our schedule, useful resources, additional instructions, clarifications, etc. Note that this is also a useful two-way communication forum for you to contact your classmates in order to obtain notes.

SOCI-4086 – WINTER 2014 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, as this is your responsibility.

WEEK 1: JANUARY 7, 2014

Introduction and overview of the course themes. Discussion of pedagogy, evaluation, grading, assignments, expectations and course texts. Brief introductory lecture.

WEEK 2: JANUARY 14, 2014

THEME: *Repositioning Class*

READINGS: Zweig, 1-17;

Course Reader: Kadi; Wright ("Foundations").

WEEK 3: JANUARY 21, 2014

THEME: *Class: Multiple Definitions and Material Implications*

READINGS: **Course Reader:** Foster; Clement and Miles; Zweig ("Six Points on Class").

OPTIONAL: **Course Reader:** Livingstone and Asner.

WEEK 4: JANUARY 28, 2014

THEME: *Gender: A Materialist View*

READINGS: Zweig, pp ; 23-34;

Course Reader: Engels and Mitchell; Ng.

WEEK 5: FEBRUARY 4, 2014

THEME: *Theoretical Approaches to the Study of the Workplace*

READINGS: **Course Reader:** Krahn and Lowe.

OPTIONAL: **Course Reader:** Reiter; Smith.

→ ***Critical Article Review Due Date***

WEEK 6: FEBRUARY 11 , 2014

THEME: *Gender and Class Intersections*

READINGS: **Course Reader:** Crompton (1 &2); Lockwood.

OPTIONAL: **Course Reader:** Sutton; Wright "Conceptual Menu."

WEEK 7: FEBRUARY 17-21, 2014– **WINTER STUDY WEEK**

WEEK 8: FEBRUARY 25, 2014
THEME: *Studying Race, Studying History*
READINGS: **Course Reader:** James; McIntosh; Crompton (on Race).
OPTIONAL: **Course Reader:** Kline; Hacker; DuBois.
→ Research Paper Proposal Due Date

WEEK 9: MARCH 4, 2014
THEME: *Race and the Workplace: Canadian and Other Perspectives, part I*
READINGS: Das Gupta, Chapters 1 and 2 (pp. 7-41).
OPTIONAL: **Course Reader:** Roediger.
→ Presentation and discussion of papers

WEEK 10: MARCH 11, 2014
THEME: *Race and the Workplace: Canadian and Other Perspectives, Part II*
READINGS: Das Gupta, Chapters 5 and 6 (pp. 70-113).
→ Presentation and discussion of papers

WEEK 11: MARCH 18, 2014
THEME: *Race, History and the Workplace*
READINGS: Zweig, pp.35-44 and 45-60;
Course Reader: Calliste.
→ Presentation and discussion of papers

WEEK 12: MARCH 25, 2014
THEME: *Ethnicity and Work: Aboriginal Issues; Quebec*
READINGS: **Course Reader:** Frank; Richard Wright (Globe & Mail article); St. Onge.
OPTIONAL: **Course Reader:** Laczko.
→ Presentation and discussion of papers

WEEK 13: APRIL 1, 2014
THEME: *Resisting Neoliberalism*
READINGS: Zweig, 63-76; 94-109 and 113-139;
→ Presentation and discussion of papers

WEEK 14: APRIL 8, 2014
THEME: *Rethinking Class/Race/Gender/Ethnicity in the Workplace*
READINGS: Das Gupta Chapter 7 (pp. 114-120);
Course Reader: Collins; Berinstein.
OPTIONAL: **Course Reader:** Yates.
→ Presentation and discussion of papers
→ Final Paper Due

SOCI-4086-EL01: DETAILED OVERVIEW OF REQUIREMENTS AND ASSIGNMENTS

WEEKLY SEMINAR PARTICIPATION

Students come in a variety of packages, but they can be generally categorized into the classifications of 'disengaged' 'partially engaged' and 'engaged'. Obviously the latter is where most professors would like to see their classes. Where you fall in this spectrum is up to you alone, but your courses will be more interesting if you give yourself up to the content, readings, discussions, etc. You will be expected to participate in seminar discussion, after having prepared for each class' readings *beforehand*. Keeping detailed 'field notes' of your readings will play a key role in helping you to form and express your most informed viewpoints during our seminar discussions.

ASSIGNMENT #1 – ORAL PRESENTATION

This assignment involves providing leadership during a part of our weekly tutorials, and may be prepared in one of two ways. Students in pairs (not more) will present one of our assigned readings (free choice but no overlaps, so coordinate with your fellow presenters if there's more than one presentation per class) and will provide guidance and leadership during a classroom discussion. Presenters should aim to demonstrate in-depth knowledge of the appropriate material and to lead and engage the members of the class in a substantive discussion and debate. This is also an excellent opportunity to connect or contrast your own views of class/gender/race/ethnicity with those presented in the course. A schedule of presentations will be prepared and distributed by the second or third week of class.

ASSIGNMENT #2 – CRITICAL ARTICLE REVIEW

Analyze one of the articles in our SOCI-4086 Course Reader (or an article 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 **January 28, 2014.** You are advised to begin early.

Details: ASSIGNMENT #2 – CRITICAL ARTICLE REVIEW

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 sociology.
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* 2,500 words (10 pages double-spaced). Bibliographic citations, references and footnotes do not constitute part of this minimum.
6. Use plain white, 20 lb. bond, 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 sociology 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

The research paper proposal is a brief (approx. 2,500 words) 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 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 focussed your proposal, the better the essay. The proposal is due on **February 11, 2014.**

I strongly advise using a writing guide. One that I like (but is sadly, now out of print) is the Trent Academic Skills Centre guide *Thinking it Through: A Practical Guide to Academic Essay Writing.* Chapter II "Topic to Thesis" is especially applicable to this assignment. I'll be handing copies out in class.

An Important Note About Your Proposal and Final 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 'teach' me about a particular issue related to class/gender/race/ethnicity, such as gendered labour, the hidden injuries of class, segregated labour markets, unions and race, etc. For example, do NOT simply discuss West Indian immigrant labour policy in Canada during the 1970s and 1980s. Your assignment 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 of benign racism using the historical example of Jamaican domestic workers entering Canada on temporary visas in the 1970-1980s.* In fact, the specific topic that you choose is *less* relevant than the way in which you use it as a means to understand the related literature and/or theory.

Again, this means that your final essay is *really* about putting into 'action' one of the theories or sociological concepts that we've been talking about **through** (i.e. by the *use* of) the issue which you have selected. 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 on a single topic, but is REALLY a discussion about a concept or theory that you learned about in the course – and then seeing whether it works. **In short, first select a concept or theory and then apply it to an applicable issue or topic.** This advice is general enough to apply to any of your present or current courses, whether they are at the undergraduate or graduate level. This advice is general enough to apply to any of your present or current courses, whether they are at the undergraduate or graduate level.

ASSIGNMENT #4 – FINAL RESEARCH PAPER

Your final research essay should examine a theme or sub-theme related to class, race, gender and ethnicity in the workplace. The research paper is the major assignment for the course and builds on the research paper proposal. The research paper is due on April 1, 2014 and should be approximately 12-15 (maximum) pages in length (excluding cover page and bibliography).

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.

Example of a Report-Style Essay

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 research. If applicable, carefully consider how to best present the data (tables, charts, photos, etc.). **In the case of our final assignment, I advise that you combine this section with the next one (Analysis/Discussion) 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. **In the case of our final assignment, I advise that you combine this section with the previous one (Findings/Results) to allow for an integration of findings and discussion.**

6. **CONCLUSION.** Like the introduction, the conclusion is relatively brief. Its purpose is to 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 is due April 1, 2014 at the beginning of class. This does not leave you much time, so you're advised to start planning early. Yes, seriously.
2. Essays submitted via e-mail or fax will not be accepted. Late assignments will not be accepted without a medical note signed and dated by a physician on institutional letterhead.
3. 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 (labour markets) 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.*** **In other words, visit a library and read a book, or use an online journal article.**
4. As in your essay proposal assignment, you must include the following on you cover page: your name, student number, professor's name, email address, course title and number. The font should be Times New Roman, 12-point, double-spaced, one-inch margins, page numbers, single staple, top left corner. Please do not use report covers. Grammar, spelling and sentence structure, as well the organization of the essay, are important elements that are graded.
5. You may find it helpful to make an appointment with the Laurentian University Academic 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.
6. For goodness sakes, **tell an interesting story and do not pad your essay.** If you don't know what to write, you should read the course material. I appreciate and grade proper academic essay writing and needless wordiness will be penalized. If necessary, I will distribute writing ASA guidelines (applicable throughout the social sciences) in class.
7. Keep the language simple. Keep the language simple. Keep the language simple. Nobody, least of all me, wants to read your misguided attempt to sound 'smart' by using MS-Word's Thesaurus. The smartest university students are those that use the language correctly and express complex sociological ideas using the simplest of terms. So keep the language simple.

Bibliography

Berinstein, Juana. "Temp Workers and Deadbeat Bosses." *Our Times.* Vol. 23, No. 5. February, 2005. Toronto: Our Times. Pp. 20-27.

Calliste, Agnes. 1991. "Canada's Immigration Policy and Domestics from the Caribbean: The Second Domestic Scheme" in Vorst, Jesse et al. 1991. *Race, Class, Gender: Bonds and Barriers (2nd Revised Edition).* Toronto: Society for Socialist Studies/Garamond. Pp. 136-168.

Clement, Wallace and John Miles. 1994. "Class Relations in Industrial Capitalism" in *Relations of Ruling: Class and Gender in Postindustrial Societies.* Montreal & Kingston: McGill-Queen's U Press. Pp. 1-39.

Collins, Patricia Hill. 1993. "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection" in Levine, Rhonda F. (Ed.). 1998. *Social Class and Stratification: Classic Statements and Theoretical Debates.* Lanham, MD: Rowman and Littlefield. Pp. 231-247.

Crompton, Rosemary. 1998. "Gender and Class" and "Women and Citizenship" in *Class and Stratification: An Introduction to Current Debates (2nd Ed.).* Cambridge: Polity. Pp. 92-98 and pp. 180-185.

Crompton, Rosemary. 1998. "Race and Citizenship" and "Social Citizenship and the Underclass" in *Class and Stratification: An Introduction to Current Debates (2nd Ed.).* Cambridge: Polity. Pp. 186-201.

Du Bois, W.E.B. 1989 [orig. 1903]. "Double-Consciousness and the Veil" in Levine, Rhonda F. (Ed.). 1998. *Social Class and Stratification: Classic Statements and Theoretical Debates.* Lanham, MD: Rowman and Littlefield. Pp. 208-214.

*Engels, Fredrich. 1978 [orig. 1884]. "The Patriarchal Family" and Mitchell, Juliet. 1971. "The Position of Women" in Levine, Rhonda F. (Ed.). 1998. *Social Class and Stratification: Classic Statements and Theoretical Debates.* Lanham, MD: Rowman and Littlefield. Pp. 173-191 and pp. 169-172.

Foster, John Bellamy. "Aspects of Class in the United States: An Introduction." 2006. *The Monthly Review.* Vol. 58, No. 3. NY: Monthly Review Press. July-August, 2006. pp. 1-5.

Frank, Jeffrey. "Indicators of Social Inequality in Canada: Women, Aboriginal Peoples, and Visible Minorities" in Frizzell, Alan and Jon H. Pammett (eds.). 1996. *Social Inequality in Canada.* Ottawa: Carleton. Pp. 9-29.

Hacker, Andrew. 1992. "Chapter One: Dividing American Society" in *Two Nations: Black and White, Separate, Hostile, Unequal.* NY: Ballantine. 3-16.

Kadi, Joanna. 1996. "Stupidity 'Deconstructed'" in *Thinking Class: Sketches from a Cultural Worker*. Boston: South End Press. Pp. 39-57.

Kline, Marlee. 1991. "Women's Oppression and Racism: Critique of the 'Feminist Standpoint'" in Vorst, Jesse et al. 1991. *Race, Class, Gender: Bonds and Barriers (2nd Revised Edition).* Toronto: Society for Socialist Studies/Garamond. Pp. 39-63.

Krahn, Harvey J. and Graham S. Lowe. 2002. "Women's Employment" in *Work, Industry and Canadian Society (4th Ed.).* Scarborough: Thompson-Nelson. Pp. 159-212.

Laczko, Leslie S. "Language, Region, Race, Gender, and Income: Perceptions of Inequalities in Quebec" in Frizzell, Alan and Jon H. Pammett (eds.). 1996. *Social Inequality in Canada.* Ottawa: Carleton. Pp. 107-126.

Livingstone, D.W. and Elizabeth Asner. 1996. "Feet in Both Camps: Household Classes, Divisions of Labour, and Group Consciousness" in Livingstone, David and J. Marshall Mangan (eds.). 1996. *Recast Dreams: Class and Gender Consciousness in Steeltown.* Toronto: Garamond. Pp. 72-99.

Luce, Stephanie and Mark Brenner. "Women and Class: What Has Happened in Forty Years?" 2006. in *The Monthly Review.* Vol. 58, No. 3. NY: Monthly Review Press. July-August, 2006. pp. 80-93.

Lockwood, David. 1986. "Class, Status, and Gender" in Levine, Rhonda F. (Ed.). 1998. *Social Class and Stratification: Classic Statements and Theoretical Debates.* Lanham, MD: Rowman and Littlefield. Pp. 192-207.

Ng, Roxana. 1991. "Sexism, Racism, and Canadian Nationalism" in Vorst, Jesse et al. 1991. *Race, Class, Gender: Bonds and Barriers (2nd Revised Edition).* Toronto: Society for Socialist Studies/Garamond. Pp. 12-26.

Reiter, Ester. "The Fast Food Industry: Putting the Family to Work" in Giles, Wenona and Sedef Arat-Koc. 1994. *Maid in the Market: Women's Paid Domestic Labour.* Halifax: Fernwood. Pp. 96-112.

Roediger, David. 1991. "On Autobiography and Theory" in *The Wages of Whiteness: Race and the Making of the American Working Class.* London: Verso. Pp. 1-17.

St-Onge, Nicole. 1991. "Race, Class and Marginality in a Manitoba Interlake Settlement: 1850-1950" in Vorst, Jesse et al. 1991. *Race, Class, Gender: Bonds and Barriers (2nd Revised Edition).* Toronto: Society for Socialist Studies/Garamond. Pp. 118-135.

Smith, Dorothy. 1985. "Women, Class and Family" in Burstyn, Varda (ed.). *Women, Class Family and the State.* Toronto: Garamond. Pp. 1-44.

Sutton, Crystal Lee. 1989. “The Real ‘Norma Rae’ Tells Her Story.” in Susan Ware (ed.). Modern American Women: A Documentary History. Belmont, California: Wadsworth.

Wright, Erik Olin. 2001. “Foundations of Class Analysis: A Marxist Perspective” in Baxter, Janeen and Mark Western (eds.). 2001. *Reconfigurations of Class and Gender.* Stanford: Stanford UP. Pp. 14-27.

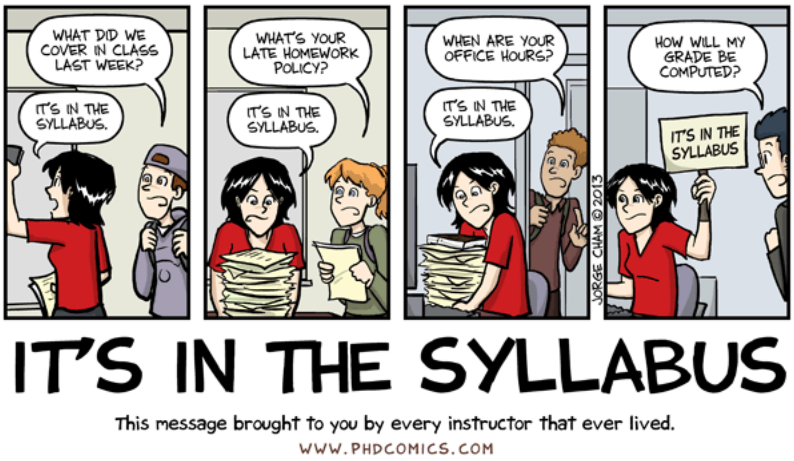
Wright, Erik Olin. 2001. “A Conceptual Menu for Studying the Interconnections of Class and Gender” in Baxter, Janeen and Mark Western (eds.). 2001. *Reconfigurations of Class and Gender.* Stanford: Stanford. Pp. 28-38.

Wright, Richard. 2006. “On Guard for Human Dignity.” in *The Globe and Mail[Toronto]*. September 2, 2006. pp. F4-F5.

Yates, Michael D. 1998. Chapter Six: “Unions, Racism and Sexism” in *Why Unions Matter*. NY: Monthly Review Press. Pp. 104-129.

Zweig, Michael. 2006. “Six Points on Class.” in *The Monthly Review.* Vol. 58, No. 3. NY: Monthly Review Press. July-August, 2006. pp. 116-126.

Version: December 8, 2013. Updated: January 7, 2014



SOCI-4086 – EL01 Final Essay Assessment Sheet (30%) – Professor R. Roth

ASSIGNED PARAMETERS:

☐ Examined an aspect of course content (race, class, gender, ethnicity in the workplace), correctly employing applicable theories and/or concepts. [5]

☐ Thesis statement/goal: a clearly identified research question under examination; outlined precise nature of your research, including methods, theory(ies), variable(s), etc. [5]

☐ Sufficiently focussed and detailed description of topic(s) under analysis, etc. [2]

☐ Brief literature review synthesized previous research, important theories and findings; Correctly presented, analyzed, discussed research findings; findings are convincing [4]

☐ Conclusion summarized work/findings and followed logically from introduction, thesis. [3]

CONCEPTION/MECHANICS:

☐ Essay was well-conceived (i.e. used rational argument and lacked logical lapses). [3]

☐ Essay was disciplined (i.e. used standard academic formats). [2]

☐ Essay was properly cited, (i.e. included standard academic citation and bibliography). [1]

☐ References to our assigned readings and other recognized sources. [1]

☐ University-level grammar, spelling, sentence structure. [4]

BONUS (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]

PARTICIPATION SELF-ASSESSMENT FORM (VALUE: 15%)

Your Name: _____

Today's Date: _____

Your goal is to HONESTLY assess your own in-class weekly participation over the duration of the term. "Participation" is here defined as classroom-based discussions or questions related to the readings, videos, oral presentations, journals, references to course material, sharing of your own experiences in the workplace, university, etc.

Keep in mind that I reserve the right to modify these grades as I see fit.

Here is a guide to grades of 15 (all figures rounded):

15/15 = 100%	11/15 = 73%	7/15= 47%
14/15 = 93%	10/15 = 67%	6/15= 40%
13/15 = 87%	9/15 = 60%	5/15= 33%
12/15 = 80%	8/15 = 53%	4/15= 27%

N.B.: You may use increments of .25 or .5 if you wish.

Your Participation Grade:

I have read the above criteria and I believe that my in-class, weekly participation deserves a grade of: _____ out of a total of 15.

Your rationale for your participation grade (mandatory):

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

N.B.: You may use an additional sheet of paper for your rationale.

SOCI-4086 – Proposal Evaluation Sheet (20%) – Professor R. Roth

☐ Proposal **clearly** identified a **specific, focussed research question** to be examined in the 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). [6]

☐ **Proposal** identified and discussed the academic literature to be used in final essay. [4]

☐ Proposal was well-conceived (i.e. used rational argument and lacked logical lapses). [2]

☐ Proposal was well written (e.g. correct spelling, grammar, sentence structure). [4]

☐ Proposal was properly cited, (i.e. included standard academic citation, bibliography). [2]

BONUS POINTS (a rarity):

☐ Bonus **points** for original ideas presented with extraordinary clarity and depth. [1]

☐ Bonus **points** for presentation enacted with superlative writing skills. [1]

ORAL PRESENTATION ASSESSMENT CRITERIA (15%) —SOCI-4086 – R. ROTH

Complete the information at the top of this form and hand it to me prior to presenting

Student name: _____

Today's Date: _____

RATING KEY: 5 – very high; 4 – high; 3 – good; 2 – fair; 1 – poor

Rating (enter 1-5)	
1. Brief, logical summary of article's structure	
a. Author's goal	
b. Author's thesis statement	
c. Author's controlling statement; evidence	
d. Author's conclusion	
2. State your own **or** author's theoretical paradigm/outlook/ link to theory	
3. Did you provide coherent, clearly stated aims and rationale for your presentation?	
4. Did you link article to, and integrate it with, some existing literature or body of thought?	
5. Were there significant insights and original thoughts, dealing with critical issues introduced by article?	
6. Demonstrated understanding of material	
7. Not overly descriptive; analytical presentation	
8. Did you engage and lead class in discussion; attempt to be inclusive?	
9. Command of topic (expertise)	
10. Overall presentation skills (form)	
11. Overall presentation content	
12. Quality of written handout or PPT, if any	

Comments:

_____

_____

_____

_____

_____

SOCI-4086 – Critical Article Review Evaluation Sheet (10%) – R. Roth

☐ Brief description/summary of the article, including goal(s), thesis statement, controlling & sub-controlling statements, author's conclusion and paradigm. [2]

☐ Demonstrated understanding of the author's argument(s), using expected level of sociological content and sociological analysis. [4]

☐ Introduction/clear statement of position or thesis/clearly stated conclusion. [2]

☐ University level grammar, spelling, sentence structure, bibliographic citation. [2]

Bonus points (a rarity)

☐ Bonus **points** for original ideas presented with clarity and depth.

☐ Bonus **points** for presentation enacted with skill of writing and clear presentation.

STUDENT INFORMATION SHEET AND AGREEMENT - Dr. R. Roth

Full Name: _____ Your Home Town/City: _____

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

Your Major: _____ Your Year: _____

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

☐ It takes place at a convenient time and/or convenient day. ☐ To satisfy a general requirement. ☐ It's a requirement for my major.	☐ I'm interested in the subject. ☐ Other - explain: _____ _____ _____ _____

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 websites, social media sites): _____

☐ 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. (Who?) _____

☐ 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: _____