

**LAURENTIAN UNIVERSITY SCHOOL OF NORTHERN DEVELOPMENT**  
**LABOUR STUDIES PROGRAM**  
**INTRODUCTION TO LABOUR STUDIES I: LBST 1006 EL-02 WINTER 2014**  
**DR. REUBEN ROTH**

**Lecture/Tutorial:** Tuesdays and Thursdays 4:00-5:20 p.m.  
**Classroom:** School of Education Building, SE-207  
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**Telephone:** 705-675-1151 ext. #4362 (email is preferred)  
**Office Hours:** Posted on my office door. Appointments preferred.

### **CALENDAR DESCRIPTION**

This course is designed to give students the opportunity to understand issues which affect the lives of all Canadians, including the history of work, workers, and the current conditions experienced in North American workplaces. This course will also prepare students for the study of labour by introducing them to concepts such as alienation and social class and principles of industrial relations through writing assignments, policy papers, films, and literature.

### **COURSE DESCRIPTION**

No matter what the subject area your university degree qualifies you in, you will almost certainly follow your postsecondary education with a job that will engage you for the next four, or perhaps even five, decades. Matters regarding *labour*, whether in the form of work, workplaces or workers lie at the heart of this interdisciplinary survey course. The course is designed to introduce students to the field of Labour Studies in some of the following ways: we will briefly cover the history of societies and the importance of work in peoples' lives. We will examine how the conditions of work, workers and work relationships have changed since the Industrial Revolution. We'll look at the role of modern capitalism and work from a variety of vantage points, including: social class, gender, race and ethnicity, age, skill, and ability, among others. We'll study the formation and role of unions and institutions and how these can affect our interactions with the economy. We'll also look at the future of work, how low wage service-sector jobs have become the norm, and how work will personally affect each of you. But this course will do more than examine the world of work and labour movements: I hope to turn you into critical thinkers who are capable of examining a social institution (work), a social situation (organization), and social actors (workers) in order to develop your critical and analytical capabilities. I hope to sharpen the ways you read written material, write research reports and essays, conduct research, and analyze complex ideas.

### **ATTENDANCE**

You are required to attend all lectures and sign an attendance sheet that will be distributed at each class. 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.

## GRADING

My grading strategy is usually designed to accommodate multiple learning styles, but whether you prefer tests or essays, you should find favour with at least some aspect of the grading scheme.

Grade Distribution
10%- Attendance
20% - In-class 'pop' quizzes (4). Note: these will <u>not</u> be announced prior to class. No rewrites.
20% - Critical article review essay (approximately 2,000 words or 6-8 pp.) Due: Feb. 13, 2014.
25% - Research Paper (Details and handout to be discussed in class) Due: April 3, 2014.
25% - Final exam (approximately 2-3 hours) Date: TBA.

## MANDATORY TEXTS

Note that the following books are mandatory. Note that additional readings, articles and web based materials may be made available online, on reserve at the library, or distributed in class.

Author/Editor	Title
Adams, Tracey and Sandy Welsh. 2008	<i>The Organization and Experience of Work.</i>
O'Nan, Stewart. 2007.	<i>Last Night at the Lobster.</i>
Roth, Reuben Ph.D. (editor). 2013.**	<i>Course Reader for LBST-1006 EL-02 Winter 2014 (NOT AT BOOKSTORE**)</i>

**\*\* NOTE: I have made arrangements for this photocopied and bound reader to be made available at Kwik Kopy Design and Print Centre, 75 Elm Street (corner Elm and Elgin in downtown Sudbury, across the new School of Architecture) at a cost of approximately \$30. This is produced at cost and there are no refunds. Phone ahead and place an order first: Tel. (705) 671-0070.**

## WRITING ASSIGNMENTS AND ESSAYS

Note that students have a critical article (or book) review assignment of 2,000 words minimum (approximately 6-8 pp. double-spaced, not including bibliography, cover page or footnotes) due on February 13, 2014 and another essay due on April 3, 2014. Think of these assignments as an opportunity to explore labour studies themes and readings in greater depth than is possible during classroom time. **Please note that accurate spelling, grammar, syntax, logic, and the correct use of analytical, labour studies and sociological concepts and terms are required in all written work.** My expectations for assignments will be reviewed in detail during class.

## Quizzes and Final Exam

Quizzes will generally cover material in the Adams and Welsh textbook, although major concepts (e.g. alienation) will be included as well. Note that I employ quizzes to determine whether: (1) you are reading the assigned material; (2) you understand the assigned reading material. Quiz dates will not be announced, nor will they be credited or rewritten if you are absent without a medical note. Exceptions will be made for students who are registered with Accessibility Services. The final exam will cover our readings and lectures. I'll provide an in-class review prior to the exam date.

## Policy on Late Assignments, Missed Exams and Tests

The policy on late assignments, etc. is simple and strict. If you are unable to meet the deadline for assignments, exams or course readings you must inform me of your medical condition in writing as soon as possible and you must include a signed medical certificate. No other circumstances are considered as sufficient criteria for missing a deadline. **Students who fail to meet these requirements will receive an automatic grade of 'F'** unless they discuss their particular circumstances with me as soon as possible **prior** to the assignment due date, test or exam.

## Academic Citation and Academic Dishonesty

Students are expected to consult a standard social science style guide to ensure their citation style is correct. Please use only ASA or APA style citation and referencing in all of your written work. You can search online for an ASA or APA style guide, pick up a writer's guide from the bookstore, or borrow one from the library. I may distribute a handout in class, if necessary.

### Dr. Roth on plagiarism:

Plagiarism has always been with us, but easy Internet access makes this act more tempting than ever. All forms of academic dishonesty are serious academic offences. Penalties range from an automatic zero in an assignment or exam, to expulsion from the University. Students are responsible for familiarizing themselves with Laurentian University's Policy on Plagiarism. **I take plagiarism seriously.** Plagiarism will be graded with an automatic 'F' (0%). See the Laurentian University Website on Academic Honesty for further details. University guidelines on academic dishonesty can be found at: <http://142.51.14.1/NR/rdonlyres/4F96286D-7A99-4AFC-BBE6-F9F5A49BCFC6/0/academicdishonesty.pdf>.

On a personal note, I have recently noticed more flagrant acts of plagiarism occurring more frequently than ever. Past students have discovered that when it comes to acts of academic dishonesty, there are no 'second chances' in my classroom. **Be aware that the infraction is serious and the risk of getting caught is high.**

## WEEKLY LECTURES, READINGS & ASSIGNMENTS

A typical class consists of a focused lecture followed by a class discussion, but note that quizzes, group exercises, videos and guest speakers are an occasional feature and may periodically upset this balance.

## WEEKLY GUIDE TO READINGS

You are expected to arrive to class fully prepared. This means that you will have completed all of the assigned readings listed for that date. Expect to spend approximately 6-9 hours per week in course preparation. It is easy to fall behind in readings, so you **MUST** be a persistent reader and note-taker (it's always advisable to make at least marginal notations on your readings – avoid the use of highlighters).

### WEEK 1: TUES. JANUARY 7

A brief introduction to the course goals, organization, discussion of student and instructor expectations, textbooks, assignments, grading criteria, and a detailed overview of the syllabus.

**HANDOUT:** Course outline/syllabus.

**POST-CLASS ASSIGNMENT:** Buy books.

### THURS. JANUARY 9

**READING 1:** Adams & Welsh, Chapter 1 'Introduction' pp. 1-18.

**READING 2: Reader:** Macionis & Gerber, 'Sociological Theory' (9 pp.)

### WEEK 2: TUES. JANUARY 14

**READING 1: Reader:** Naiman, 'Culture, Society, and History' pp. 47-70.

**READING 2: Reader:** O'Nan, pp. 1-71.

### THURS. JANUARY 16

**READING 1: Reader:** O'Nan, pp. 72-146.

**READING 2: Reader:** Rinehart, 'Work as a Social Problem' pp. 1-7.

### WEEK 3: TUES. JANUARY 21

**READING 1: Reader:** Naiman, 'The Basis of Modern Societies' pp. 71-97.

**READING 2: Reader:** Marx, 'Manifesto of the Communist Party' (8 pp.).

### THURS. JANUARY 23

**READING 1: Reader:** Naiman, 'Analyzing Social Class' pp. 100-120

**READING 2: Reader:** Johnson-Black, 'Stupid Rich Bastards'

### WEEK 4: TUES. JANUARY 28

**READING 1:** Adams & Welsh, Chapter 4 'Work, Alienation, Well-Being, & Health

THURS. JANUARY 30

**READING 1: Reader:** Rinehart, 'Alienation and its Sources'

WEEK 5: TUES. FEBRUARY 4

**READING 1:** Adams & Welsh, Chapter 2 'Organizations'

**READING 2: Reader:** Roth, 'Suck it Up Buttercup'

THURS. FEBRUARY 6

**READING 1:** Adams & Welsh, Chapter 3 'Skill'

**READING 2: Reader:** Woodhall & Muszynski, 'Fordism at Work in Canadian Coffee Shops'

WEEK 6: TUES. FEBRUARY 11

**READING 1:** Adams & Welsh, Chapter 6 'Occupational Segregation'

**READING 2: Reader:** Eichler, 'Looking at all Work Through the Lens of Unpaid Housework'

THURS. FEBRUARY 13

**READING 1:** Adams & Welsh, Chapter 7 'Discrimination and Harassment'

**READING 2: Reader:** McIntosh, 'White Privilege: Unpacking the Invisible Knapsack'

→ **Literature Review Due Today!**

**→ WINTER STUDY WEEK - FEBRUARY 17-21, 2014**

WEEK 7: TUES. FEBRUARY 25

**READING 1:** Adams & Welsh, Chapter 5 'Unions'

**READING 2: Reader:** OFL, 'Issue Sheet 2 – Uncovering Union Myths'

THURS. FEBRUARY 27

**READING 1:** Adams & Welsh, Chapter 8 'Younger and Older Workers'

**READING 2: Reader:** MacGregor and Klassen, 'The Great Purge'

**READING 3: Reader:** Wiseman and Aaron, 'Observation'

WEEK 8: TUES. MARCH 4

**READING 1:** Adams & Welsh, Chapter 9 'Work-Family Conflict'

**READING 2: Reader:** Arai, 'Self-Employment as a Response to the Double Day for Women and Men in Canada.'

THURS. MARCH 6

**READING 1:** Adams & Welsh, Chapter 10, 'Labour Market and Employment Trends'

**READING 2:** TBA

WEEK 9: TUES. MARCH 11

**READING 1:** Adams & Welsh, Chapter 11, 'Blue-Collar Work'

**READING 2: Reader:** Kadi, 'Stupidity Deconstructed'

THURS. MARCH 13

**READING 1:** Adams & Welsh, Chapter 12 'Managerial and White-Collar Work'

**READING 2: Reader:** TBA

WEEK 10: TUES. MARCH 18

**READING 1:** Adams & Welsh, Chapter 13 'Service Work'

**READING 2: Reader:** Reiter, 'Life in a Fast-Food Factory'

THURS. MARCH 20

**READING 1:** Adams & Welsh, Chapter 14 'Professional Work'

**READING 2: Reader:** Livingstone and Scholtz, Knowledge Workers and the 'New Economy'

WEEK 11: TUES. MARCH 25

**READING 1:** Adams & Welsh, Chapter 15 'Nonstandard Jobs'

**READING 2: Reader:** Besen-Cassino, 'Cool Stores, Bad Jobs'

**READING 3: Reader:** Krasas Rogers, 'Are We Not Temps?'

THURS. MARCH 27

**READING 1:** Adams & Welsh, Chapter 16 'Unpaid Domestic and Volunteer Work'

**READING 2: Reader:** Sawchuck & Kempf, 'Work, Living, and Learning within Canadian Guest Worker Programs'

WEEK 12: TUES. APRIL 1

**READING 1: Reader:** Glenday, 'Rich but Losing Ground: How Canada's Position in the World Economy Impacts Jobs, Social Choices, and Life Chances'

THURS. APRIL 3

**READING 1:** Adams & Welsh, Chapter 18 'Getting a Job'

**READING 2:** Czerny et al., 'The Plague of Unemployment'

→ **Final Essay Due Today!**

## Bibliography

Arai, Bruce A. 2007. "Self-Employment as a Response to the Double Day for Women and Men in Canada." In Tepperman, Lorne, and Harley Dickinson. 2007. *Reading Sociology: Canadian Perspectives*. Oxford UP.

Besen-Cassino, Yasemin. 2013. "Cool Stores, Bad Jobs." In *Contexts*. Vol. 12, No. 4. Fall 2013. American Sociology Association.

Czerny, Michael, Jamie Swift, and Robert G. Clarke. 1994. 'The Plague of Unemployment' in *Getting Started on Social Analysis in Canada, 3<sup>rd</sup> edition*. Toronto: Between the Lines.

Eichler, Margrit and Ann Matthews. 2007. "Looking at all Work Through the Lens of Unpaid Housework." In Tepperman, Lorne, and Harley Dickinson. 2007. *Reading Sociology: Canadian Perspectives*. Oxford UP.

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Johnson-Black, Laurel. "Stupid Rich Bastards" in Dews, C.L. and Carolyn Leste Law. 1995. *This Fine Place So Far From Home: Voices of Academics from the Working Class*. Philadelphia, PA: Temple. Pp. 13-25.

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Krasas Rogers, Jackie. 2006. "Are We Not Temps?" in Wharton, Amy. 2006. *Working in America: Continuity Conflict and Change, 3<sup>rd</sup> Edition*. NY: McGraw-Hill.

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Ontario Federation of Labour (OFL). “Want the Straight Goods on Unions?” Source: <http://ofl.ca/wp-content/uploads/2008.01.01-Factsheet-UnionMythsFacts.pdf> . Date accessed: Feb. 7, 2012.

Rinehart, James W. 1996. *The Tyranny of Work: Alienation and the Labour Process*, 3<sup>rd</sup> Edition. Toronto: Harcourt-Brace Canada.

Roth, Reuben. 2012. “‘Suck it Up, Buttercup’: A Culture of Acceptable Workplace Violence.” In Tepperman, Lorne and Angela Kalyta. *Reading Sociology: Canadian Perspectives*, 2<sup>nd</sup> Edition. Toronto: Oxford UP.

Wiseman, Jacqueline P. and Marcia S. Aaron. “Observation.” In Ksenych, Ed and David Liu. 2001. *Conflict, Order and Action: Readings in Sociology*, 3<sup>rd</sup> Edition. Toronto: Canadian Scholars’ Press.

Woodhall, Julia and Alicja Muszynski. 2011-2012. “Fordism at Work in Canadian Coffee Shops.” In *Just Labour*. Vol. 17. Toronto: CRWS/York University. Source: [www.justlabour.yorku.ca/volume17/pdfs/05\\_woodhall\\_muszynski\\_press.pdf](http://www.justlabour.yorku.ca/volume17/pdfs/05_woodhall_muszynski_press.pdf). Date accessed: January 1, 2014.

**Version:** January 2, 2014



## **Critical Article Review Essay – Due: February 13, 2014**

1. Analyze one article in your Course Reader using the social science methods and analyses you've learned to date. Be sure to read these instructions carefully, and examine the attached rubric.
2. 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. Look for an article/chapter that suits the assignment best. This will bring you closer to success.
3. The minimum essay length is 6 full pages double-spaced (*approximately* 2,000 words). Bibliographic citations, references and footnotes do not constitute part of this minimum. Do not rely on your word processor's word counter, as these tend to be overly precise. Font: Times New Roman, 12 point, standard double spacing, except for quotations over 2 lines. These should be indented and single spaced, with the quotation marks omitted.
4. Correct grammar, spelling, sentence structure, logic, style, etc. are both expected and graded.
5. Use plain white, 20 lb. bond, letter paper (8 ½ x 11 inches) with a staple in the top left corner. No report covers. The cover page should include: a title, your name, student number, email address, course title, professor's name and the date.
6. Include a 'References' or 'Bibliography' page, listing all the sources used in your essay. Use either ASA or APA styles, both of which are recognized sociology-psychology citation and reference styles.
7. When writing essays always make certain to include the following: i) a beginning; ii) a middle; iii) an ending. Your essay must be an integrated work written as a narrative and not a series of notes.
8. Do not bury your thought in needlessly complex language. Always use clear language to demonstrate your analytical competence. Avoid MS-Word's thesaurus. YOU WILL BE PENALIZED FOR PADDING YOUR ESSAY.
9. Have an 'outsider' read your essay for logical consistency, grammar, brevity, etc. Don't use mom or dad.
10. Use section headings as an organizational tool; sketch a conceptual map of your essay when it is near completion. I will briefly cover this in class.
11. Students often forget to link their conclusion to anything that they've referenced in their essay. Remember that logic and analytical thinking (i.e. concepts, perspectives, and theories) are both key.

### **BE SURE TO SHOW ME YOUR UNDERSTANDING IN THE FOLLOWING (MANDATORY) WAYS:**

- A. Prove that you understand the author's major point(s) and the structure of the author's argument by citing the article's **goal, thesis statement, controlling / sub-controlling statement(s)** and **conclusion**. Don't get 'stuck' in this summary, it isn't the main point of the exercise. Finish your summary by *approximately* the 2<sup>nd</sup> page.
- B. Your paper should be **BIG on analysis** – display your capabilities by demonstrating an understanding of the theory that is related to your chosen article. Use the appropriate theory by 'matching' your chosen article with the corresponding chapter of the textbook.
- C. 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 with information from our textbook or other sources. 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 sociological/social-sciences analysis.
- D. **Quote with precision** (i.e. don't quote an entire paragraph) to support your analysis.

### **DEADLINE:**

**TUESDAY FEBRUARY 13, 2014, AT THE BEGINNING OF CLASS.** THE DEADLINE IS TO BE ADHERED TO AT ALL TIMES. NO EXCUSES WILL BE ACCEPTED (ASIDE FROM (i) A SEVERE DOWNTURN IN YOUR HEALTH WITH DOCTOR'S WRITTEN CERTIFICATION AS PROOF; OR (ii) YOUR DEATH). **IMPORTANT NOTE:** Students requesting help should feel free to do so any time except the week – or the day – prior to the assignment due date.

## **LBST 1006 – Final Assignment (25%) Observation Exercise**

You will conduct research using the research methodology of observation. Your final paper will be due on April 3, 2014, at the beginning of class. You are advised to start planning early.

### **Assignment description:**

For this project we will be taking Reiter, Woodhall & Muszynski, or Besen-Cassino's experiences in the retail and fast food industries to heart by doing our own research (using 'observation') and analyzing it in an analytical ethnographic essay afterwards. You are to spend 2-3 hours collecting data at any business of your choice: it could be a retail store, shop, restaurant, fast food chain, etc., however, it should **not** be your own workplace. There, you will observe and take notes of what you see. Using a pre-written journal entry, you will analyze the workplace using the labour studies concepts or theories you learned in this course (e.g. Fordism, alienation, McDonaldization, bureaucracy, discrimination, hierarchy, power, class, gender, race, etc.). To more fully understand this research methodology, see the reading by Wiseman, Jacqueline P. and Marcia S. Aaron titled "Observation" in your Course Reader. We'll also discuss this assignment in class.

### **Step 1. Pre-write, Observation, and Data Collection**

Before you get there, I want you to freewrite (we'll do this in class) a one-page 'pre-write' of your expectations. In your prewrite, you are to record any assumptions you have about where you are going and what kind of experience you expect to have.

Once at the location of your choice, you will record detailed notes and personal reflections in a notebook (you can divide the page into 2 columns, and enter any analysis in one – we'll discuss this further in class). At this point in the assignment, record everything you see, hear, smell, touch, and feel, including your own thoughts and emotions. Record everything, and don't worry what your essay will be about at this point. You should concentrate on the following:

- the workers/staff/employees, including management and customers;
- what the workers/staff/employees are doing (record their tasks in exacting detail, including the pace, etc. of work);
- their interactions with customers;
- their interactions with each other;
- their interactions with their boss, manager, supervisor, lead hand, etc.;
- your own experience in this environment, if any (e.g. if you've worked in a fast food restaurant, include your observations and experiences).

In recording your experience, make sure that you log details, such as the location you chose, the time of day, weather, etc. You may also want to record and collect any 'artifacts' such as promotional flyers, food wrappers, or whatever you happen to find. However, you are not to communicate with customers or staff in any way that might place you in a position of 'interviewing' them, as this would require Laurentian's ethical review board approval. But of course you may interact with workers, staff, or customers in any other way.

## 2. Selecting, Reflecting, Analyzing

Once you have collected some data, come back to your notebook a day or two later. With a fresh perspective, what did you record? What did you note as you sat in this workplace? Freewrite a one-page reflection that addresses the major ideas that came through your observation. What observations and personal reflections were especially surprising to you? What observations would you like to think about more? These might be great openings for you essay.

## 3. Report-Writing: Your Final Essay Write-Up

In the essay/report itself, **your most important job is to conduct an analysis using the concepts and theories learned in our class.** Beyond the observation and artifact collection, no research is needed (You may, however, quote friends happen to comment on your assignment) as well as cite facts and quotes from the literature. In your essay you need to analyze your documentation of the workplace and (especially) the people working there. You may also use external documentation (e.g. details on organizational structure, mandate, profit and sales figures, workforce size, etc.) found online or in the library.

You may discuss any of the following (but you are not limited to this list): demographic characteristics, socio-economic observations, gendered behaviour(s), race-based behaviour(s), the space, décor, location of the business within the community, food consumption or consumption of goods, etc.

You can build your own personal experiences into this interpretation, or you can show how this observation relates in some way to other aspects of American culture. For example, comparing the way employees at a McDonald's work to another store that one might find surprising, like Lowe's.

### Basic Requirements

Your eyeballs, your brain and one notebook with plenty of blank pages (you don't want to run out). You might (optional) divide the pages in two columns, so that you can write your descriptive observations in the left-hand column, and any immediate analysis in the right. I'll discuss this further in class.

### What You Will Hand In

- Your final essay (see parameters in syllabus)
- Your pre-writing page, written prior to the start of the project will be in the 'Appendix'
- **Optional:** Any interesting 'artifacts' that you collected, any comments or observations about your experience that you posted in a blog or social media, photos, or notes.

Adapted from: Lisa Roy-Davis, Collin College.

## **DR. R. ROTH – LBST-1006 – WRITTEN ASSIGNMENTS – ADDITIONAL INSTRUCTIONS**

Below are additional general instructions and guidelines for all written assignments. Please always refer to the essay guidelines included in the course outline, and to class and tutorial discussions.

1. The critical article review essay is due on February 13, 2014 at the beginning of class. The final research essay, using ‘observation’ will be due on April 3<sup>rd</sup> at the beginning of class. 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.
2. On the cover page include your name, student number, email address, course title & number, and professor’s name. The font should always be Times New Roman, 12-point. Other considerations are as follows: double-space, use one-inch margins, page numbers, cover page in ASA/APA style (look online), single staple in left corner. *Please do not use report covers.*
3. Your papers 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 as acceptable as print journals. But, 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.*
4. 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.
5. For goodness sakes, tell an interesting story and do not pad your essay. I appreciate and grade proper academic essay writing and needless wordiness will be penalized.
6. The smartest university students are those who use the language correctly and express complex ideas using the simplest of terms; so keep the language simple. Nobody, least of all me, wants to read your misguided attempt to sound ‘smart’ by using MS-Word’s Thesaurus, or any thesaurus for that matter. Ignore what your high school English teacher taught you about the rules of academic essay writing. University essay-writing is a somewhat different animal. Keep the language simple. Keep the language simple. Keep the language simple.
7. Please use ASA or APA citation style at all times. This is a social sciences course and MLA will not be accepted.

## **LBST 1006 – FINAL RESEARCH PAPER – SAMPLE OF A FORMAL 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 might follow the same basic structure with some modifications.

- 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 see the gathering of data in a *systematic* manner, and will answer the research question.
- 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 ESSAY ASSESSMENT SHEET—VALUE: 25%

**ASSIGNED PARAMETERS:**

- Carefully outlined research project in a disciplined manner, including mention of a key labour studies concept or theory(ies). [4]
- Sufficiently detailed description of the workplace and workers under observation. [5]
- Brief literature review summarizing previous related research, related theories and findings. [2]  
Correctly presented, analyzed, discussed research findings; findings are convincing. [3]
- Correctly employed labour studies theories and/or concepts. [2]

**/16 subtotal**

**CONCEPTION/MECHANICS:**

- Paper was well-constructed (i.e. used rational argument and lacked logical lapses). [2]
- Paper was properly cited, (i.e. included standard academic citation and bibliography). [2]
- University-level grammar, spelling, sentence structure, et cetera. [5]

**/9 subtotal**

**BONUS:**

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

**/25 total**

## **LITERATURE REVIEW EVALUATION SHEET – VALUE 20%**

### **MECHANICS:**

- Reviewed using disciplined framework (goal, thesis, controlling statement, conclusion) [3].
- Standard academic citation /inclusion of academic bibliography [1].
- Correct spelling, grammar, sentence structure, syntax, etc. [5].

**SUBTOTAL /9**

### **CONTENT:**

- Clear introduction (rationale for selection; statement of your theoretical standpoint [3].
- Expected level of critical social sciences (i.e. labour studies) content and analysis [3].
- Demonstrated understanding of main concepts & controversies related to article [3].
- Demonstrated understanding of the state of the research related to your selected article [2].

**SUBTOTAL /11**

- Bonus point** for original ideas presented with exceptional clarity and depth.
- Bonus point** for presentation enacted with outstanding writing skills.

**TOTAL /20**

## 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?

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

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**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: \_\_\_\_\_