COURSE DESCRIPTION:

This course will introduce students to Marxist, feminist, critical race, and anticolonial perspectives on ‘work’ and ‘labour’ in the twenty-first century. A key intention of this course is to prompt students to examine what forms of work – and also whose work – has been taken into account in geographical scholarship and to explore a number of prominent debates concerning labour, work and employment within and outside of geography over the last three decades. In doing so, we will engage with political economy texts on the social relations of labour under capitalism, and texts within geography and sociology on work, labour, place and space. We will examine a number of broad economic and cultural shifts in the nature of contemporary work and employment such as de-industrialization, the feminization of labour markets and service sector work, neoliberalization and the rise of the ‘precariat’. At the same time, students will be prompted to consider critiques of some of these transformational narratives to probe the colonial, hetero-patriarchal, racialized and capitalist continuities shaping the contours of contemporary work. In this sense this is not an exhaustive course on labour and work in geography, but rather a series of discrete introductions to key scholarly arguments about work, often followed by a range of responses to those arguments in the following week. The course will touch on a broad range of topics, including labour unfreedom, refusal, precarious work and social reproductive labour which are tied together by four overarching themes that run through the course – value, identity, agency and justice. Ultimately this course aims to give students the chance to explore not only how work has been conceptualized and studied in geography, but how it could be.

COURSE STRUCTURE:

Seminar Participation: 20%
Seminar Presentation: 20%
Major Paper Outline: 20%
Proposal Peer review: 5%
Major Paper: 35%

ASSIGNMENTS:

Seminar participation: Participating in class discussions is a fundamental part of your work in this course. You are asked to do all of the required readings before class each week (including your peers’ weekly thought piece) and to come prepared to take part in respectful and thoughtful discussion. It is recognized that we all come to the class with different backgrounds and comfort levels in engaging in group discussions. To that effect, participation grades will
not be based on those who speak the most or the loudest. Your evaluation will be based on the quality of your contributions, the constructiveness of your engagements both with your peers’ comments and the course material, and your efforts to foster a supportive space in the classroom and a productive learning experience for everyone.

**Seminar presentation:** Each student (either in pairs or individually depending on enrollment) will make a 20-minute presentation introducing the week’s readings to the class. This will not be just a summary but a critical introduction to the readings which highlights what you feel are some of the key themes of the readings and ideas about how the readings might relate to each other. As part of your seminar presentation you will post a 500-word thought-piece on blackboard the day before class (Friday) that will offer a short synthetic discussion of the readings for this week. Please formulate three questions to pose to the class – these questions are intended to prompt critical and thoughtful discussion amongst the class, so care should be taken to make them straightforward, provocative and/or productive. You are also asked to facilitate the discussion for the first hour. The breakdown for assessment will be: presentation, questions and class facilitation 10%; thought-piece 10%

*N.B. Please be advised that some students who sign up for a seminar presentation in November or late October may not receive their first mark until after the course drop date.*

**Proposal peer review:** You will also be asked to conduct an in-class, oral 10-minute informal peer review of a draft of one of your peers’ proposals during Weeks 6 and 7 (worth 5%). This will take the form of an informal conversation with the proposal writer in which you give feedback on how the writer might strengthen a number of dimensions, which could include: a) the central aims, questions or arguments of the paper (are the questions too broad? Are the concepts under scrutiny or the paper’s aims unclear?); b) its size, scope or structure (is this too much work for one paper? Too easy?); and the proposed literature to be used (do the texts allow the writer to ‘get at’ their topic directly? Are there ones they are overlooked? Have they clearly articulated what each text is about and how it is going to help them write their paper?).

**Major paper proposal:** You will be required to submit a three-page proposal and a short annotated bibliography of a minimum of 5 academic sources that will introduce your proposed topic, and the specific issues or questions you think you will want to explore. This topic must be substantively different than (but can be related to or build from) the topic you present on in class. Due in class: Week 8, October 28th.

**Major paper:** Your final paper must be on a topic of your choosing that offers a spatial analysis of work and/or employment through one of the themes of the course – identity, agency, justice or value. It should be double spaced and around 14-15 pages long. Due: By email by the Sunday of Week 13.

**WEEKLY TOPICS AND READINGS:**

**WEEK 1:** September 9th - Introduction to each other and to the course

**WEEK 2:** September 17th
“Labour”, “work”, “employment”: Troubling concepts and norms


Further readings:

• If helpful, David Harvey offers a youtube lecture on chapters 7 and 8 here: https://www.youtube.com/watch?v=7RmtkYVeK7w&list=PL0A7FFF28B99C1303&index=5. It is long but you if you watch it pay close attention to excerpts 15m:30s-30m;

WEEK 3: September 23rd
From locational inputs to active agents: ‘labour’ vs. ‘workers’ in labour geography


Further readings:


WEEK 4: September 30th
Whose work counts? Destabilizing the capitalist working class and production


Further reading:


WEEK 5: October 7th [*THANKSGIVING MONDAY – SPECIAL DATE TBD*]
~ PROPOSAL PEER REVIEWS WEEK 1 ~

Laboured identities I: intersectional constructions of work

Further reading:

WEEK 6: October 14th  ~ PROPOSAL PEER REVIEWS WEEK 2  ~
Laboured identities II: socio-legal and ethnographic perspectives on the working subject

Further reading:

WEEK 7: October 21st  ~ PROPOSAL PEER REVIEWS WEEK 3  ~
From temping to triangular employment: confronting nonstandard employment and what it means to be ‘precarious’

Further reading:

WEEK 8: October 28th  ~ PAPER PROPOSALS DUE  ~
Critiquing the Precariat: continuities, geohistories and epochal change


Further reading:


WEEK 9: November 4\textsuperscript{th} ~~ NO CLASSES – READING WEEK ~~

WEEK 10: November 11\textsuperscript{th}
Queering Precarity: LGBTQ2S perspectives on insecurity, safety and recognition at work


• Shilt, K. Just one of the guys? How transmen make gender visible at work. Gender & Society. 20(4) 465-490.

Further reading:


WEEK 11: November 18\textsuperscript{th}
Racial formations, labour hierarchies and the imperial present: Anglo-American contexts


Further reading:


WEEK 12: November 25\textsuperscript{th}
Citizenship, migrant status and the state


Further reading:

- For a very different view on ‘unfreedom’ via wage slavery and non-indentured labour, and how the condition of ‘freedom’ under capitalism undergirds labour’s existence as a commodity/non-commodity, See Marx, K (1867) Capital Volume 1. P.272-273 (Penguin: USA).

Week 13: December 3rd  
**<<MAJOR PAPERS DUE END OF THIS WEEK>>**  
Labouring futures, Labouring pasts: on the politics and praxis of refusing work


Further reading:

**Graduate Course Policies**

**Important Dates**

Graduate courses are normally a minimum of 2-3 hours/week for 12 weeks. Reading week is optional for graduate courses. If observed, the instructor will inform the class and provide a make up date for the missed class.

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<th>Fall 2019</th>
<th>Winter 2020</th>
<th>Summer 2020</th>
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<td><strong>July 15</strong></td>
<td>University reopens, most formal</td>
<td><strong>May 6</strong> Submission deadline for</td>
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<td>graduate courses and seminars</td>
<td>Winter session grades (for students</td>
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<td><strong>September 9</strong></td>
<td><strong>January 8</strong> Submission deadline</td>
<td><strong>May 13</strong> Full-year and Winter</td>
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<td><strong>September 11</strong></td>
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<td><strong>September 23</strong></td>
<td><strong>January 20</strong> Final date to add</td>
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<td><strong>October 14</strong></td>
<td><strong>February 17</strong> Family Day</td>
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<td>**October &amp;</td>
<td><strong>February</strong> Undergraduate</td>
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<td>November**</td>
<td>Reading Week: UTM – Oct. 15-18;</td>
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<td>UTSC – Oct. 12-18; STG – Nov 4-8*</td>
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<td><strong>October 28</strong></td>
<td><strong>February 24</strong> Final date to</td>
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<td><strong>March 23-27</strong> Last week of</td>
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<td><strong>December 23</strong></td>
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*If undergraduate reading week is observed, the instructor must provide a make-up date for the missed class. This may include an extra class at the end of term.
Course Syllabi
A final course syllabus, which includes all assignments, deadlines and weighting of methods of evaluation, must be made available to all students enrolled in the course as early as possible, no later than the deadline for enrolling in classes (September 23, 2019 for fall courses and January 20, 2020 for winter courses).

Changes to the methods of evaluation or their relative weights cannot be made after this date without the consent of a simple majority of students in the class, provided a vote is announced at the previous class meeting.

Late Assignments
Instructors are not obligated to accept late work, except where there are legitimate, documented reasons beyond a student’s control. In such cases a late penalty is not normally applied. In all other circumstances, if an instructor intends to accept and apply penalties to late assignments this will be clearly set out in the syllabus.

Attendance and Participation
Although attendance makes up no more than 20% of the final course grade, regular and consistent attendance in graduate courses is expected. Most graduate courses are seminar style classes, which involve collaborative work and in-class discussions with other students and instructors. Students who are unable to attend class each week must inform the instructor as early as possible.

Accessibility and Accommodations
The University of Toronto is committed to accessibility. If you require accommodations because you are disabled, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: http://studentlife.utoronto.ca/as

Where there is an accommodation recommended by Accessibility Services, the department and/or instructors will be provided with an accommodation letter.

Academic Integrity
Academic misconduct by graduate students is taken very seriously. The University's policy on academic misconduct is found in the Code of Behaviour on Academic Matters (the Code). Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. For example, it is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism.

Regarding plagiarism, the Code includes the following statements:

B.i.1. It shall be an offence for a student knowingly:

(d) to represent as one's own idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.
Wherever in the Code an offence is described as depending on "knowing," the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

Other academic offences include the possession and/or use of unauthorized aids in examinations, submitting the same paper for different courses, forgery (whether of academic records or other documents), concocting facts or references to sources, personating someone, and other forms of cheating and academic dishonesty. Please refer to sections B.i.1. and B.i.3. in the Code for detailed descriptions of offences applicable to students.

The policy on academic misconduct and the process for handling an allegation of academic misconduct is outlined at [http://www.sgs.utoronto.ca/facultyandstaff/Pages/Academic-Integrity.aspx](http://www.sgs.utoronto.ca/facultyandstaff/Pages/Academic-Integrity.aspx)

Coursework Extensions
The authority to grant an extension to submit coursework beyond the sessional grade deadline is with the department and not the instructor of the course. To request a formal extension, students must submit a Coursework Extension Form, completed by both the student and course instructor, to the relevant graduate department prior to the final grade deadline.

In order to ensure fairness in granting extensions, the department must be reasonably certain that:

- The reasons for delay are serious and substantiated.
- The student is not granted unfair advantage over other students in the course.
- The student has a reasonable chance of completing the outstanding work within the time allotted.
- The normal and satisfactory completion of any new coursework is not in jeopardy.

Extension requests for medical reasons (e.g. short-term illness) must be accompanied by a medical note. Extension requests for students with accommodations due to disability must be supported by documentation from Accessibility Services. Extension requests for other reasons must be detailed in the form or a note to the department.

Religious Accommodations
Students must alert instructors in a timely fashion to any upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, exams or other compulsory activities at these times. In the case of an unavoidable conflict with a compulsory activity, every reasonable effort is made to give students the opportunity to make up missed work.

Course Enrolment and Quercus
Acorn is the only indicator of official course enrolment; Quercus is not. Students enrolled in Acorn will be automatically populated to a course’s Quercus site within 24 hours of enrolling. In some cases, if a student is on a course wait list or there is another delay in processing registration an instructor may give a student access to Quercus as a guest. This
will not constitute official enrolment and students are responsible for making sure the course is added correctly using Acorn.

Auditing
Students who wish to audit a course must obtain permission directly from the course instructor within the first week of class. Permission is subject to available space and can only be granted by the course instructor.

Only registered students at the University of Toronto may audit courses. Auditing entitles a student to attend lectures only. Students may not submit any written work, attend labs/tutorials or write tests/exams. The student will not be enrolled in the course and the course will not appear on their transcript. The department does not provide certificates of attendance.

Reading Courses
Reading courses allow students to complete coursework in topics not covered by current course offerings in Geography or Planning. Reading course guidelines and form is found at https://geography.utoronto.ca/wp-content/uploads/2012/07/ReadingCourseInstructions.pdf. The form must be accompanied by a brief course outline.

Copyright in Instructional Settings
If a student wishes to record (tape, video, photograph, etc.) any lecture presentations or other similar materials provided by the instructor; the instructor’s written consent must be obtained beforehand. Otherwise, all such reproduction is infringement of copyright and prohibited. In the case of private use by students with disabilities, the instructor’s consent shall not be unreasonably withheld.