

Preliminary Syllabus – Information Subject to Change – 8/20/2020

SOCY428: Work's Emerging Futures – Fall 2020
Queen's University – Department of Sociology

Instructor: Dr. Michael Siciliano

Email: m.siciliano@queensu.ca

Office Hours: Tuesdays 5:30-7:30pm EST by appointment through MS-Teams.

Remote Delivery:

OnQ will be used for readings and access to other course content unless otherwise noted.

MS-Teams will be used for Group Sessions and Office Hours

Mini-Lectures: Posted on Fridays by 5pm EST starting in Week 1

Group Sessions: Tuesdays 2:30pm-3:50pm EST
Recordings of these sessions will be made available through OnQ on Tuesdays after class.

Course Description: As more and more of our social activities become potentially saleable, what does work look like? Today, we're told that we should be more entrepreneurial, more creative, more innovative, and more flexible, but how do these changing features of work affect workers? How might this affect you during your transition from student to worker?

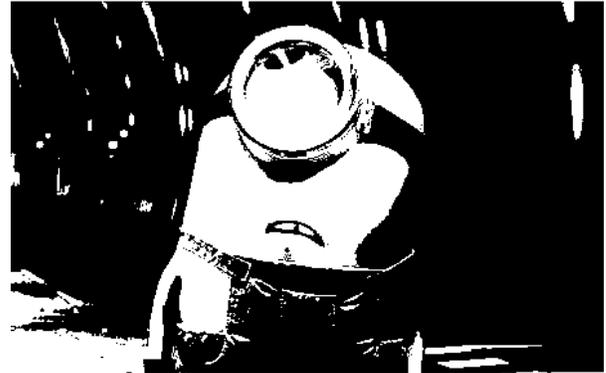
In this class, we will examine emerging forms of work through an ethnographic tour of contemporary, global capitalism. Readings include ethnographies of social media content producers (i.e., "influencers" and "creators"), the "free labor" of medical research participants and users of digital technologies, Uber and the "gig economy," artificial intelligence, and more.

Assessments include four quizzes, a final term paper, weekly responses to reading questions, three reflections on current events, one group presentation, a proposal for a final paper, peer review of another student's proposal, and then a final paper due during the exam period. Weeks 1-3 provide conceptual background for the remainder of the course in which we explore contemporary ethnographic research related to labor.

Pre-Requisites: None, however you should have completed sociology's core theory courses. You may want to brush up on your Durkheim, Weber, and Marx before our first meeting.

Learning Goals for the Course: In this class, you will 1) learn how seemingly abstract concepts impact concrete, empirically observed situations, 2) learn to extrapolate key points from texts and relate them back to broader sociological themes and concepts, 3) develop writing skills in summarizing original, primary sources, 4) be exposed to ways of living and working with which you may not be familiar, and 5) use course material as a basis upon which to build an argument in a final research paper.

I've used up all my
sick days so i'm calling
in dead



Preliminary Syllabus – Information Subject to Change – 8/20/2020

Format of Course: Each week of the course contains two mini-lectures (5-7 minutes) along with associated readings and videos to be reviewed any time before our weekly scheduled meeting time.

On each Tuesday, there will be an online, live discussion and Q&A open to the entire class for approximately 80 minutes. Attendance is optional, but strongly encouraged. For the first three weeks, these sessions will be used to review discussion and reading questions and then for discussion of course materials. For the remainder, we will begin each week with a 20-30 minute presentation and then 50-60 minutes of student-led discussion.

There are four (4) short quizzes, weekly response posts to the discussion forum, a group presentation project, a proposal for a final paper (1 page), and a 12-14 page research paper (see Assignments section below for more information).

Note on Course Content: This course presents ideas and readings that have been important to the sociology of work and labor over the past several decades. Competing opinions and points of view are invited and expected in the course. If you disagree with any of the readings or materials presented in the course, that's great! Still, you must be able to explain your position in relation to the authors/ideas with which you agree or disagree in a respectful way.

Assignments:

Weekly Response Post to Course Discussion Forum (20%)

Starting in week 2, you will write approximately 500 words (about 1 full page single spaced in 12 point font) in response to weekly reading questions. You will then post your response on the course's OnQ discussion forum any time before 8:00pm on Monday evenings.

You may be creative with essay format in these posts, but they must respond to each of the 3-6 weekly reading questions listed for each week on this syllabus (see reading schedule below). Your responses to each question should be written in complete sentences, not a series of bullet-points. Responses will be graded for partial or full credit based on the rubric provided in Appendix A along with feedback where necessary.

Additionally, you must pose three questions for further discussion or clarification (i.e., ask about content that you did not understand fully and pose questions related to what you would like to talk about in our group sessions).

Three Responses to Contemporary Labor Issues (10%)

I will make four posts about labor issues in the OnQ discussion throughout the course. For any three of these posts, you must post a 300-500 word response in which you use concepts from the course to critically interpret the news story. Responses are due within 1 week of my posts.

Model your response on an op-ed or blog post and feel free to be creative in your writing. Responses will be graded for full or partial credit based on the rubric provided in Appendix C.

Group Presentations (15%)

Starting in Week 4: Groups of 3-4 prepare brief presentation on the assigned readings (15-20 minutes) and then prepare to lead discussion in our weekly MS-Teams session. The point of this exercise is for you to practice summarizing content in your own words and connecting texts to broader theoretical themes while also enabling student-led discussion. Use this as a time to highlight what you think is important about the readings. Presentations will be assigned a letter grade based on the rubric provided in Appendix B. **(continued on next page)**

Preliminary Syllabus – Information Subject to Change – 8/20/2020

Presentations must include 1) brief discussion of the biography of each author, 2) Overview of core themes for the week, 3) explanations of how each reading addresses those theme(s), 4) explanation of how the group sees the readings as related to earlier discussions/readings, and 5) questions or criticisms to lead us in discussion (these may come from the group or from the weekly responses posted to OnQ).

If you wish to use Powerpoint slides in your presentation, you must email them to me the night before your presentation.

If you are unable to join the weekly Teams session for any reason, then you must submit either of the following via OnQ the day before our weekly meeting (i.e., Monday by 8pm): a) a pre-recorded video of your presentation or b) a written version of your presentation. Written presentations must be written as an essay in full sentences (i.e., outlines and bullet points will not be accepted).

Four Quizzes (20%)

Quizzes are made up of multiple choice questions intended to measure recall and familiarity with core concepts from each section of the course. Each quiz will contain 5-10 questions and be administered through OnQ every 2-3 weeks. You will be given two minutes per question to complete the quiz. This assignment will be evaluated based on percent of correctly answered questions.

Proposal for Final Paper (5%)

1 page, due Week 7 + Scheduled Office Hours Appointment. Graded for completion. This is a proposal composed of several paragraphs in which you state 1) an empirical topic to be examined in the paper, 2) a question you have about that empirical topic, 3) data, sources, or other evidence you plan to use to address that question, and 4) a discussion of how the answer to your question relates themes from the course. This should not be an outline. Outlines will not receive credit.

Peer Review of Proposals (5%)

This assignment is intended to foster discussion of final papers among your peers. It will be graded pass/fail based on 1) how well you meet the underlined text below and 2) length.

I will provide you with someone else's proposal in Week 8. By week 10, you must provide helpful, respectful, constructive criticism of your peer's proposal with an eye toward improving their paper project. This may take two forms. Either a) both people will schedule a time to discuss their projects together (e.g., on Zoom, MS-Teams, or the phone) and then provide one 300-500 word reflection on this process or b) each person writes 300-500 words of comments on their peer's proposal and then submits those comments to their peer as well as to me via email.

Final Research Paper (20%)

Research paper written on topic related to work, occupations, and labor chosen by student. Paper must include a minimum of 12 references including 4 references from readings in the course. The paper will be 12-15 pages in length, double-spaced in 12 point Times New Roman Font with in-text citations and bibliography in ASA format (see Writing Guide on OnQ).

Final Paper Due through TurnItIn on TBD, 2020.

Policies and Helpful Information

Readings, Course Materials, and Copyright:

All readings will be available through OnQ, either as PDFs or as links to materials held by the library or housed on other websites. All materials made available through OnQ are intended for use as part of SOCY428 at Queen's University and are the property of the instructor unless otherwise stated.

Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: <http://library.queensu.ca/copyright>.

Accessing Materials from Scholarly Journals: You will need to access peer-reviewed articles from scholarly journals in this course. These are freely available to you as students of Queen's University, but you must be on a Queen's University network in order to access peer-reviewed articles from scholarly journals or logged in through the Queen's VPN or WebProxy if you are off campus.

Information on how to use the VPN may be found at

<https://library.queensu.ca/locations-hours/connect-off-campus>

Information on how to use the WebProxy may be found at

<https://library.queensu.ca/locations-hours/connect-off-campus/how-to-webproxy>

Email Policy: Please include a subject heading that includes SOCY428 and a few words related to the email's body. I will respond within 24 hours, so don't send a follow up message until 24 hours have passed.

Late Assignments Policy: For papers, proposals, and weekly response essays, I allow a three day (72 hour) grace period starting on the due date. After the grace period, late assignments will lose 10% for each day (including weekends) until they are received. All other assignments must be completed during their assigned weeks.

Academic Accommodations Policy: I ask that I be made aware of any necessary accommodations within the first two weeks of the semester in order to ensure that I am able to properly meet the needs of all students. I understand that this may not be possible in all instances. Please be sure to keep me in the loop as best as you can so that I am able to better adjust to your learning needs.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible.

For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Preliminary Syllabus – Information Subject to Change – 8/20/2020

Academic Considerations for Students in Extenuating Circumstances: Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor name: Dr. M. Siciliano

Instructor e-mail address: m.siciliano@queensu.ca

Grading: All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see Appendix B). Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale (see Appendix D).

Grade Reappraisal Policy: If you wish to dispute a mark grade on an exam or quiz, you must submit a statement in writing within two weeks after the exam/quiz was returned to the class explaining the mistake you think has been made. I will not discuss grades with students outside of my office hours or appointment. Please keep in mind that if an assignment is re-graded, your grade may rise, fall, or stay the same. If you simply want to understand what you can do to improve your next paper, please stop by my office hours. Once final grades have been submitted, I will only consider errors in processing

Statement on Academic Integrity: Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>). (over)

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Reading and Mini-Lecture Schedule

Week 1 - September 8th – 11th: Introductions / What's up with Work?

Mini-Lecture 1 – Introduction from Dr. Siciliano and Tips for Success in the Course

Read

Syllabus

Mini-Lecture 2 – What's up with Work?

Read

Huws – Introduction

Bryan May, House of Commons. Precarious Work : Understanding the Changing Nature of Work in Canada

Questions:

- 1) What does the report from Bryan May define as precarious work?
- 2) What does Huws see as major patterns in the future of work?
- 3) How might the patterns discussed in these readings affect your life?
- 4) How might the patterns discussed in these readings affect the lives of others who you encounter as a consumer?

Further Reading

Guy Standing. 2011. *The Precariat*. Bloomsbury Publishing.

Week 2 – September 14th – 18th: The Origins of our Present: Neoliberalism and Capitalism's "New Spirit"

Mini-Lecture 1 – Neoliberalism and the Entrepreneurial Self

Read

Michel Foucault. 2008 [1979]. "American Neo-Liberalism."
in *Birth of Bio-Politics*. New York: Picador. Pp. 215-239.

Question(s):

- 1) Who came up with the term "human capital" and what does it mean?
- 2) How does Foucault think that understanding one's self as "human capital" changes one's approach to life?
- 3) Does what Foucault terms "American Neo-Liberalism" resonate positively with you? Why/Why not?

Watch

Excerpt from *Nightcrawler*

(Week 2 Continued on Next Page)

Preliminary Syllabus – Information Subject to Change – 8/20/2020

Mini-Lecture 2 – Capital’s inviting demand for Participation

Read

Luc Boltanski and Eve Chiapello. 2005. “The New Spirit of Capitalism.”
International Journal of Politics, Culture, and Society 18(3–4):161–88.

Question(s):

- 1) What do the authors mean by “spirit” and how has capitalism’s spirit changed?
- 2) What is a “cadre?” A manager? How do they differ in their approach to dealing with employees?
- 3) How did their approach from previous approaches to managing employees?
- 4) How does this differ from classic writings from Marx and Weber on capitalist work processes and bureaucracies?

Watch

Excerpt from *Sorry to Bother You*

Week 3 – September 21st – 25th: Capital’s Invitations to “Be Creative”

****** QUIZ 1 – Complete by End of Week******

Mini-Lecture #1 – The Rise of “Creatives” and the Troubles of Creative Jobs

Read

Richard Florida. 2013 [2003]. “Preface” and “Chapter 3: The Creative Class.” in *The Rise of the Creative Class*. Basic Books.

Huws. Chapter 5

Question(s):

- 1) What does Florida mean by “creative class” and why does he think that class is important?
- 2) What does Huws mean by “creative” work and why does she think creative work is difficult for workers? For managers?
- 3) How might the situations discussed by Florida and Huws relate readings from Week 2?

Mini-Lecture #2 – The Expectation of Creativity

Read

Oli Mould. 2018. “Work: Relentless Creativity.” in *Against Creativity*. Verso

Question(s):

- 1) How does Mould’s argument relate to Florida’s description of the “creative class?”
- 2) What happens when the discourse of being “creative” enters into more routine forms of work?
- 3) How does Mould’s opposition to “creativity” relate to readings from Week 2?

Further Reading

Angela McRobbie. 2016. *Be Creative*. New York: Polity Press.

Lilly Irani. 2019. *Chasing Innovation*. Durham, NC: Duke University Press.

Week 4 – September 28th – October 2nd – Expression and Learning in the “Electronic Sweatshop”

*****Reflection Assignment #1 (due within one week of initial post)*****

Mini-Lecture #1- Skills and Expression in Tedious Work

Read

Peter Fleming and Andrew Sturdy. 2011. “‘Being Yourself’ in the Electronic Sweatshop: New Forms of Normative Control.” *Human Relations* 64(2):177–200.

Questions(s):

- 1) What sort of work is being done in the “Electronic Sweatshop?” What skills are required?
- 2) How does management attempt to control workers and how might this be described using concepts from weeks 1-3?

Mini-Lecture #2 – Games at Work

Read

Sallaz, Jeffrey J. 2015. “Permanent Pedagogy: How Post-Fordist Firms Generate Effort but Not Consent.” *Work and Occupations* 42(1):3–34.

Questions

- 1) What does Sallaz mean by “games,” “post-fordism” and “consent?” Why are they important for our understanding of work?
- 2) Is Sallaz’s “permanent pedagogy” similar to the invitation to “be yourself” described by Fleming and Sturdy? Why/why not?
- 3) In what other jobs might concepts from this week be relevant?

Further Reading

Jeffrey Sallaz. 2019. *Lives on the Line*. Oxford: Oxford University Press.

Week 5 – October 5th – 9th – Becoming Human Capital and the Positive View of Risk

******QUIZ 2 – Complete by End of Week******

Mini-Lecture #1 – An Occupation or a Portfolio of Human Capital Investments?

Read

Huws, Ch 1

Question(s):

- 1) Why does Huws mean by “occupational identity” and why is it important?
- 2) What relationship might this have to the idea of “human capital” discussed in previous weeks?

(Week 5 continued on next page)

Preliminary Syllabus – Information Subject to Change – 8/20/2020

Mini-Lecture #2 – Becoming Comfortable with Risk

Read

Gina Neff. 2012. Ch 1 & Ch 3 in *Venture Labor*. Boston: MIT Press.

Question(s):

- 1) What changed about work according to Neff?
- 2) What does she mean by “risk” and how do people rationalize risk?
- 3) How might this relate to ideas presented in earlier weeks?

Week 6 – October 12th – Entrepreneurship for All?

******THANKSGIVING******

*****Reflection Assignment #2 (due within one week of initial post)*****

Mini-Lecture #1 – Platforms for Work

Read

Alex Rosenblat. 2018. Chapters 3 and 5, pp. 73-106; 138-166 in *Uberland*. Berkeley: University of California Press.

Question(s):

- 1) Does Uber manage drivers? If so, how?
- 2) Why is Rosenblat critical of the “entrepreneurship” offered to Uber drivers?
- 3) Why does Rosenblat think these drivers should be considered employees? Do you agree?
- 4) How does Uber’s business model fit with trends in capitalism described in earlier weeks?

Week 7 – October 19th – 23rd – Capturing Value in the Clinic and the Club

******Final Paper Proposal Due this Week******

*******Schedule an Office Hours Appointment Before End of Instruction******

Mini-Lecture #1 – Expanding the Saleable

Read

Hochschild, Arlie. 2004. “The Commodity Frontier.” in *Self, Social Structure, and Beliefs: Essays in Sociology*, edited by J. C. Alexander, G. Marx, and C. Williams. Berkeley, CA: University of California Press.

Question(s):

- 1) What is the “commodity frontier?”
- 2) Is commodification a problem for Hochschild? Why/why not?
- 3) How might this relate to earlier readings about changes to capitalism that you’ve read about in this course?

(Week 7 continued on next page)

Preliminary Syllabus – Information Subject to Change – 8/20/2020

Mini-Lecture #2 – Capturing Value, Obscuring Exchange in the Clinic and the Club

Read

Catherine Waldy and Melinda Cooper. 2010. "From Reproductive Work to Regenerative Labour: The Female Body and the Stem Cell Industries." *Feminist Theory* 11(1):3–22.

Ashley Mears. 2015. "Working for Free in the VIP Relational Work and the Production of Consent." *American Sociological Review* 0003122415609730.

Question(s):

- 1) In your own words, how do you understand what women are donating in the article by Waldy and Cooper?
- 2) What does Mears mean by the "production of consent?" How might this apply in your everyday life?
- 3) How do the two processes of capturing value from women in these two articles to each other? To Hochschild's chapter?

Week 8 – October 26th – 30th – Fall Break

No Class

Week 9 – November 2nd – November 6th – Emerging Modes of Corporate Surveillance

*****Reflection Assignment #3 (due within one week of initial post) *****

Mini-Lecture #1 – "Immaterial" Labor and Measurement

Read

Phoebe V. Moore. 2018. "Tracking Affective Labour for Agility in the Quantified Workplace." *Body & Society* 24(3):39–67.

Questions:

- 1) What does Moore mean by "affective" labor? Provide an example of affective labor from your personal experience as either an employee or a consumer.
- 2) Why does the company wish to measure this form of labor?
- 3) Does this relate to any previous readings? If so, how?

Mini-Lecture #2 – Always Working, Always Observed

Read

Poster, Winifred. 2019. "Racialized Surveillance in the Digital Service Economy." in *Captivating Technology: Race, Carceral Technoscience, and Liberatory Imagination in Everyday Life*, edited by R. Benjamin. Duke University Press.

Questions:

- 1) What forms of surveillance are people subject to in Poster's book chapter?
- 2) How might this effect their lives?
- 3) What specifically makes this surveillance racialized?

Preliminary Syllabus – Information Subject to Change – 8/20/2020

Week 10 – November 9th – 13th – The Labor in Your Consumption: Amazon’s Warehouse Workers and Content Moderators

******QUIZ 3 – Complete by End of Week******

******Complete Peer Review Assignment by End of Week******

Mini-Lecture #1 – Ensuring Speedy Delivery

Read

Alessandro Delfanti. 2019. “Machinic Dispossession and Augmented Despotism: Digital Work in an Amazon Warehouse.” *New Media & Society* 1461444819891613.

Questions:

- 1) Define “machinic dispossession” and “augmented despotism.”
- 2) How do these concepts relate to last week’s readings on surveillance? To readings on “creativity?”

Mini-Lecture #2 – The Internet’s Janitors

Read

Sarah T. Roberts. "Commercial Content Moderation: Digital Laborers' Dirty Work" (2016). *Media Studies Publications*. 12. <https://ir.lib.uwo.ca/commpub/12>

Questions:

- 1) What makes this work “dirty?”
- 2) How does this “dirty” work support your leisure?
- 3) Do you think that this work requires skill? Why/why not?

Week 11 – November 16th-20th – AI is just People? : The Hidden Work of Automation

Mini-Lecture #1 -

Benjamin Shestakofsky. 2017. “Working Algorithms: Software Automation and the Future of Work.” *Work and Occupations* 44(4):376–423.

Questions:

- 1) What are the major arguments made by scholars of automation?
- 2) How does Shestakofsky’s research challenge or add to these arguments?
- 3) Whose point of view do you think Shestakofsky implicitly supports?

Mini-Lecture #2 -

Mary Gray & Sidharth Suri. 2019. “Introduction” and “Algorithmic Cruelty” in *Ghost Work*. New York: Houghton Mifflin Harcourt.

Questions:

- 1) What is “ghost work” and how is it different from other types of platform-based employment?
- 2) Who tends to perform “ghost work?”
- 3) How might this week’s readings relate to earlier concepts in the course?

Week 12 – November 23rd – 27th - Class, Race, and Gender Inequality on the Platform

*****Reflection Assignment #4 (due within one week of initial post)*****

Read

Huws, Ch 7

Questions:

- 1) What issues does Huws see with classic understanding of class? Do you agree? Why/why not?
- 2) How might this relate to earlier discussions of occupational identity?

Read

Lilly Irani. 2015. "The Cultural Work of Micro-Work." *New Media & Society* 0(0):1–21.

Niels van Doorn. 2017. "Platform Labor: On the Gendered and Racialized Exploitation of Low-Income Service Work in the 'on-Demand' Economy." *Information, Communication & Society* 20(6):898–914.

Questions:

- 1) What "cultural work" does micro-work do?
- 2) What social divisions does micro-work obscure or enable?
- 3) How is platform-based work racialized and gendered?

Week 13 – November 30th – December 4th – Class and Labor Resistance in Cognitive Economy

******QUIZ 4 – Complete by End of Week******

******Final Paper Due _____ by 5pm EST through TurnItIn.******

Mini-Lecture #1 – Ways of Thinking about Collective Labor Mobilization

Read

Nicole S. Cohen and Greig de Peuter. 2018. "I Work at VICE Canada and I Need a Union': Organizing Digital Media." in *Labour under attack: Anti-unionism in Canada*, edited by S. Ross and L. Savage. Halifax and Winnipeg: Fernwood.

Questions:

- 1) How prevalent are unions in today's economy?
- 2) What conditions enabled VICE Canada to unionize?
- 3) How does this differ from other media workers?

Mini-Lecture #2 – Organizing the Unorganizable?

Read

Niels van Doorn. 2019. "On the Conditions of Possibility for Worker Organizing in Platform-Based Gig Economies." *Notes From Below*. Retrieved December 17, 2019 (<https://notesfrombelow.org/article/conditions-possibility-worker-organizing-platform>).

Questions:

- 1) What conditions might allow for organizing platform workers?
- 2) How do these conditions differ from those found in the previous reading from Cohen and de Peuter?
- 3) Does this relate to readings from earlier in the course? Briefly explain which readings and why.

Appendix A – Rubric for Weekly Responses

Dimension	Full Credit (5 pts each)	Partial Credit (3 pts each)
Summarization	While answering the questions, the response accurately and succinctly summarizes key points in the readings.	While answering the questions, the response attempts to summarize key points in the readings.
Critical Thinking	While answering the questions, student demonstrates strong engagement with readings for that week while also drawing links to previously discussed readings.	While answering the questions, student demonstrates some engagement with readings for that week.
Writing & Organization	Instructions are clearly followed. Response is clear, concise, coherently organized, and easy to follow. There are few if any spelling or grammatical errors.	Instructions are mostly followed. Response is mostly clear, but disorganized. There are many spelling or grammatical errors.

Appendix B – Rubric for Groups Presentations

Dimension	Excellent (8-10 pts each)	Sufficient (6.5-7.9 pts each)	Needs Work (0-6 pts each)
Introduction of Authors	Provides brief discussion of author(s) for the week that includes 1) Name(s), 2) Institutional Affiliation(s) (i.e., where do they work), 3) Educational Biography (i.e., degrees earned, in what discipline), and 4) key publications or importance of their work more broadly.	Provides brief discussion of author(s) for the week that includes 1) Name(s), 2) Institutional Affiliation(s) (i.e., where do they work), and 3) Educational Biography (i.e., degrees earned, in what discipline).	Simply names author(s) from the week’s readings or provides incorrect information.
Summarization	Accurately and concisely summarizes key arguments and concepts in the readings in the students’ own words.	Accurately summarizes key arguments and concepts by relying upon well-selected direct quotes or paraphrased passages from the readings.	Mentions some key arguments or concepts by relying upon direct quotes or paraphrased quotes from the readings.
Critical Thinking	Poses well-suited discussion questions. Connects course material to broader sociological concepts presented in this course or from others. Uses examples from within the course or from outside the course to highlight potential problems of omission or commission found in the readings.	Poses well-suited discussion questions. Connects course material to broader sociological concepts presented in this course or from others.	Poses discussion questions that only loosely connect to the central point of the readings. Connects course material to broader sociological concepts presented in this course or from others that may not be relevant.
Organization	Presentation is clear and provides for basis of a lively class discussion.	Presentation is clear and provides for basis of class discussion.	Presentation may be unclear, does not provide room for discussion (e.g., discussion questions are too narrowly focused or yes/no questions).

Appendix C – Rubric for Reflections on Labor Issues

Dimension	Full Credit (5 pts each)	Partial Credit (3 pts each)
Summarization	Student accurately and succinctly summarizes the original post in a way that leads directly into the student's response.	Student attempts to summarize the original post.
Critical Thinking	In responding to the original post, the student demonstrates strong engagement with and accurate use of concepts drawn from course readings. Student uses those concepts to make sense of the information in the post or uses the post to reflect upon the (in)adequacy of those concepts.	In responding to the original post, the student uses concepts drawn from course readings. Student uses those concepts to describe material in the post.
Writing & Organization	Instructions are clearly followed. Response is clear, concise, coherently organized, and easy to follow. There are few if any spelling or grammatical errors.	Instructions are mostly followed. Response is mostly clear, but somewhat disorganized or containing many spelling/ grammatical errors.

Appendix D

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
FO (0)	0

Queen’s Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below