Western University is situated on the traditional land of the Anishinaabeg, Haudenosaune, Lenape and Attawandaron peoples who have longstanding relationships with Southwestern Ontario and the City of London. Within proximity of Western, there are 3 First Nations communities: the Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the wider region of southwestern Ontario, there are 9 First Nations and a growing Indigenous urban population. Western recognizes the significant historical and contemporary contributions of local and regional First Nations and all 11 of the Original peoples of Turtle Island (North America) to the development of Canada.

Instructor: Dr. Bipasha Baruah, Professor & Western Research Chair

Email: bbaruah@uwo.ca

Telephone: 519-619-2111 (ext. 86316)

Class Timing: Mondays, 1:30 pm – 4:30 pm

Office Hours: Mondays: 4:30 pm to 5:30 pm, Thursdays: 1:30 to 2:30 pm, or by appointment.

Class Format: In-person weekly lectures and classroom discussion

Course Description: How can we manage transformative change at work, caused by multiple factors such as technology, demographics, climate change, pandemics, and globalization while ensuring economic security for all as well as environmental sustainability, gender equality and social justice? These are defining questions of our time, and researchers and policymakers from various disciplinary backgrounds as well as professional and political sensibilities are attempting to find answers. This course will mobilize intersectional, decolonial, feminist, and anti-capitalist scholarship to understand transformative changes to paid and unpaid work, their
effects upon gender equality and social justice, and future possibilities and challenges.¹

**Course Objectives and Learning Outcomes:**

This course seeks to enable students to accomplish the following objectives:

1. To enhance the breadth and depth of students’ knowledge of how work (paid work, unpaid caring work, volunteer, and community service work) is changing globally and will continue to change in the future.
2. To understand the influences of technology, demographics, climate change, globalization, pandemics, new ways of working (remote, flex, hybrid, gig work, for example), and the evolution of social safety nets and social protection systems upon paid and unpaid work.
3. To understand and critically analyze implications for gender equality and social justice of such changes.
4. To optimize learning and critical thinking via course readings, lectures, documentary films, case studies, guest speakers, debates, written and verbal participation.
5. To provide students with the opportunity to relate course content to their daily lives, future studies, and careers.

**Course Evaluation:**

1. Summary of motivation for taking this course (*Why did you take this course? What do you hope to get out of it?*). 100-word max: 10% (due by Jan 15, 2024)
2. Brief (80–100-word max) commentaries on 4 course topics (*What did you learn? What new questions do you have?*): 20% (due before class on the week after the topic is covered in class)
3. Personal Essay/Reflection on planning for the future of work (1,000-word max): 20% (due April 1, 2024)
4. 10-minute Presentation based on Personal Essay/Reflection: 20% (April 1 and 8, 2024)
5. Final Exam (take-home): 20% (April 11-30, 2024, TBA)

¹ There are topics that are entirely relevant for this course (such as the future of domestic and international migration; and the future of labour rights, unions, and other forms of organizing and mobilizing) that I may not be able to cover in class, but students are welcome to explore these topics in their essays and research presentations.
6. Class participation: 10% (throughout the semester)

Using Generative AI Language Apps

ChatGPT and its various analogues are not “research help” nor are they “grammar checkers.” They produce text based on a predictive model as to what word is most likely to come next. When asked to cite “research,” they have no capacity to do actual research, so they invent articles and books. You may find yourself citing a work whose author and title are complete fictions; more often, the AI attributes its imaginary research paper to a real scholar, but not necessarily one who even works in the area. Using a Generative AI app may seem like an easy way to manage your time or to simplify your workload, but if you use it without acknowledging that you are doing so, you are cheating. You are also depriving yourself of the value of education, since by using ChatGPT you are not building your own skills in critical thinking, research, or communication, all of which are areas of significant interest to potential employers. In brief, if you use a Generative AI app to help with your assignment, you must identify every part of your assignment that you did not write yourself. Anything else is a violation of academic integrity and subject to all the same penalties as more traditional types of plagiarism. If ChatGPT use is suspected, you may be asked to show your rough work, to answer questions about your sources and your research process, and to explain your argument orally.

Course Texts: (both are available online from Western Libraries, no need to purchase)


I do not always agree with the readings I assign. You are not always expected to agree with them either. The readings are assigned to enable you to think critically and form your own opinions. Learning to read critically doesn’t mean that you must always criticize what you’re reading. It means engaging with and articulating both the strengths and weaknesses of the arguments presented.

Websites:


3. **The Institute for Gender and the Economy (GATE) at the Rotman School of Management**: [https://www.gendereconomy.org/](https://www.gendereconomy.org/)

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**Winter 2024 Course Schedule**

**Week 1: Jan 8, 2024: Work: Past, Present, Future**


**Week 2: Jan 15, 2024: Work: Past, Present, Future**


**Week 3: Jan 22, 2024: The Climate Crisis and Implications for Work**


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2 Links to some readings are included in the syllabus, others are posted as PDFs on OWL, and some are accessible online from Western libraries.


Short Research Videos on gender equality in the green economy: [https://publish.uwo.ca/~bbaruah/publications/research_videos.html](https://publish.uwo.ca/~bbaruah/publications/research_videos.html)

**Week 4: Jan 29, 2024: Sexuality, Dis/ability and the Future of Work**

Guest Speakers: Kat Newman and Melanie Stone


**Week 5: Feb 5, 2024: Precarious and Gig Work**


Alexandrea J. Ravenelle, *Hustle and Gig*, Chapters 1,2,3,4

**Week 6: Feb 12, 2024: Precarious and Gig Work**

Alexandrea J. Ravenelle, *Hustle and Gig*, Chapters 5,6,7,8

**Week 7: SPRING BREAK! No Class! (Feb 19-23)**

**Week 8: Feb 26, 2024: Disruptive Technologies**

Guest Speaker: Nathalie Claire Diberardino

Documentary: *Coded Bias*


**Week 9: March 4, 2024: Globalization and Work**


**Week 10: March 11, 2024: New ways of working: Remote work, flexible work, part-time work, job sharing…**


Week 11: March 18, 2024: Pandemics and Work

Guest Speaker: Andrea Burke


Week 12: March 25, 2024: Degrowth Perspectives on Work


Week 13: April 1, 2024: Presentations
Week 14: April 8, 2024: Presentations