

SOCIOLOGY OF WORK AND ORGANIZATIONS

SOC 3308 A**Aline Coutinho****Winter 2021**

COURSE OUTLINE

Class schedule: Tuesdays, 8:30-11:20
Online course

Professor's office hours: Fridays, 9:00-10:00

E-mail: aline.coutinho@uottawa.ca

Any questions sent by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email. Note that the professor reserves the right not to answer an email if the level of language used is inadequate.

OFFICIAL COURSE DESCRIPTION

Study of the schools of thought and concepts inherent in the sociological analysis of work and organizations. Principal objects of analysis: workers movements, labour relations, political relations within organizations, strategies of organizational change, culture of organizations, and the division of labour along social, sex/gender and international lines. Study of contemporary questions: new organizational formations, employment and insecurity, technological change, and employment equity

INDIGENOUS AFFIRMATION

ANISHNABE

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogo kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wìkàd kì mìgiwewàdj.

Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogo kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejejàdizidjig.

Nigijeweninmànànig ogo kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

[Listen to the audio file](#)

ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.

We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.

We acknowledge the traditional knowledge keepers, both young and old.

And we honour their courageous leaders: past, present, and future.

INCLUSION

The Faculty of Social Sciences aims to be an equitable and inclusive institution, actively participating in ensuring the wellbeing of students, personnel and faculty members. The Faculty is committed to eliminating obstacles to student inclusion in accordance with the [Ontario Human Rights Code](#). Obstacles can be based on age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, gender identity, gender expression, record of offences, sex and sexual orientation.

If you have experienced discrimination or harassment, you can seek confidential assistance through the University Human Rights Office to discuss your situation and/or [to file a formal complaint](#).

The following uOttawa Campus based services are available to you and your fellow students.

- [uOttawa Counselling Service](#) including Individual Counselling provided by uOttawa Counsellor, Pierre Bercy who specializes in anti-black racism;
- University of Ottawa Students' Union (UOSU) [Ressources for/from the Black Community](#), [Centre for Students with Disabilities](#), [Racialized and Indigenous Students Experience Centre](#), [Womxns Resource Centre](#) and [uOttawa Pride Center](#)
- [Anti-racism student committee \(Email: car.arc.uottawa@gmail.com\)](#)
- [Mashkawazìwogamig: Indigenous Resource Center](#)
- [University of Ottawa's Human rights office](#) including [policies on accessibility](#).

GENERAL COURSE OBJECTIVES

“Do we work to live or do we live to work?” A question like this illustrates the centrality and importance of work in the lives of most of us. In this course, we will study some of the structural forces that shape the workplace and the labour market.

The course will focus on the contemporary Canadian workplace and its social dynamics in the context of broader patterns and social structures. We will investigate and discuss a number of social processes related to work and within organizations through a critical perspective. Although the course draws from recent scholarship, students will soon realize that the world of work is constantly changing precisely because of the multiple social forces in contention. As such, in this course, we will investigate a myriad of competing interests and power dynamics between different actors and coalitions that shape work organization, labour rights, precarity and insecurity, opportunity-hoarding in the workplace, and so many other aspects of the work life.

People experience work life demands differently. As such, we will also draw attention to the inequalities (re)produced in organizations and present in the labour market. We will discuss aspects of labour force participation, discrimination, racism in the job market, as well as other structural barriers that visible minorities and persons with disabilities encounter to access employment.

Later in the course, we will shift attention to workers movements and unions in Canada. We will discuss the socioeconomic impacts of organized labour both historically and in contemporary terms. We will also critically evaluate the power of unions in a globalized era, and the role of collective bargains in a deindustrialized economy.

Finally, throughout the course, we will unpack recent developments in light of the coronavirus pandemic. How has COVID-19 pandemic affected the labour market and impacted the lives of different segments of society?

The course is designed to introduce students to concepts and theories in the sociology of work and organizations. The idea is to develop a broader understanding of forces and structures that impact our work lives in Canada. However, a small part of the course is dedicated to studying work and organizations abroad.

At the end of the course, students should be able to:

- 1) Identify the main concepts that sociologists use to study work and organizations.
- 2) Apply sociological concepts, theories and methodological tools to the study of work and organizations in Canada and abroad.
- 3) Understand key patterns of Canadian workplace and workforce.
- 4) Identify social and power dynamics within the Canadian labour market, firms, and unions.
- 5) Collect and interpret official data regarding labour.
- 6) Think critically about the pandemic impacts on work.

In sum, students should be able to make sense of the workplace and organized labour in Canada, and assess information thereof provided by media, social scientists and other channels.

TEACHING METHODS

Lectures and class discussions/exercises will constitute the majority of our online activities.

Students may soon realize that lectures do not simply summarize the required readings. Lectures build on required readings, and provide additional theoretical, conceptual and factual information in order to initiate broader discussions about work and organizations in Canada and other parts of the world.

Class exercises consist of group dynamics (guided group discussions) and individual tasks (guided online research, data collection, and reporting).

The sessions of this course will be recorded and made available for students to view in Brightspace for seven days following each session.

Notice: Collection of Personal Information with Adobe Connect/Zoom/MS Teams Recordings

In accordance with the Ontario [Freedom of Information and Protection of Privacy Act](#) (“FIPPA”) and with the University of Ottawa (the “University”) [Policy 90](#), your personal information is collected under the authority of the *University of Ottawa Act*, 1965.

The Adobe Connect/Zoom/MS Teams sessions will be recorded for purposes consistent with the fulfillment of the course learning activities and outcomes. The recording may include the use of your video presence, picture, and voice. If you choose not to have your picture or voice recorded, you may disable the audio and video functionality or request accommodation from your instructor. The recording will be available only to authorized individuals through University of Ottawa systems. If you have questions about the collection, use and disclosure of your personal information in this notice, please contact your instructor.

Intellectual Property Protection and Online Security: All information and materials in this course are intended for use by course students only. We emphasize that the protection of intellectual property, the confidentiality of information, the privacy of each individual and the security of the virtual classroom are essential to the smooth running of the course. Therefore, out of respect for intellectual property, course sessions should not be recorded without the explicit consent of the professor. Also, out of respect for intellectual property, privacy and safety of others in the course, please do not distribute links to the course, do not record all or parts of the course sessions, and do not distribute or post course materials via the Internet. The consequences of distributing this information outside the course could be very serious. It should be noted that those whose participation in the course would be disclosed to repressive governments could be exposed to danger. If you have any

concerns about the course, we invite you to communicate them directly to the instructor.

Obligatory materials:

Pupo, N., Duffy, A., & Glenday, D. (2017). *Crises in Canadian Work: A Sociological Perspective*. Oxford University Press.

You may purchase the book at the University of Ottawa Bookstore, 85 University, Ottawa, ON, K1N 6N5. Phone: (613) 562-5353.

Some classes also require the reading of additional texts that will be available at Virtual Campus (VC). Due to copyright restrictions, some of these additional texts can only be accessed through the permalink provided at Virtual Campus. Students must use their student identification to access these links through the University of Ottawa Library.

ASSESSMENT METHODS

The final mark is composed of a midterm and a final examination, a group research assignment, a group oral presentation, and two individual exercises.

1) Midterm Exam (20%):

This is an individual examination. The midterm exam consists of short answer and essay-type questions due on February 9, 2021. The questions will be given one week prior to the examination due date. More information about this exam will be posted on Virtual Campus and the instructor will address remaining questions in class and/or office hours.

2) Individual exercises (10%):

There will be two individual exercises that are due on January 26 and March 9, 2021. Each exercise counts for 5% of the final grade. They consist of a short written discussion (1 page document) and visual presentation regarding a particular topic discussed in class.

More information about the exercises will be posted on Virtual Campus and the instructor will address remaining questions in class and/or office hours.

3) Group Research Assignment (30%):

This is a collective take-home research assignment. Each group of 5 students will select a country and write a 10 pages essay paper addressing at least one topic discussed in class, but in respect to the chosen country (note that discussion about the coronavirus pandemic is **not** allowed, as this topic will be addressed in the final essay). The following are some examples of topics of choice:

- Forces shaping workplace;
- Composition of the labour market and patterns of inequality
- Gender participation in the work force, occupational segregation, and social dynamics;
- Gender wage gap: trends, social consequences;

- Precarious work, unemployment: trends, social consequences;
- Labour legislation and workers' rights: historical and current perspectives;
- Migrant workers, brain drain or brain gain trends: assimilation programs, xenophobia;
- Workers' rights movement: driving social forces, social dynamics, power struggles
- Social aspects of unionization: impact on wages, work safety, union density

This is a data driven assignment. It means that groups must use data to inform their claims and arguments regarding the topics above (see full guidelines on Virtual Campus for data source links). Additionally, groups must also consult at least five academic materials (peer-review research) to supplement the data collected.

Groups must use concepts and theoretical frameworks discussed in class to inform data collection and to make sense of the data they collected. Groups must discuss a topic reviewed in class but related to a particular national context other than Canada. Each group must choose one specific country on a first come first serve basis. The Professor must approve the choice of country in order to balance the number of case studies across different continents.

Full guidelines and rubric will be available on the first week of the course.

The Group Research Assignment will be assessed on the following criteria:

- 1) Appropriate use of ideas and concepts related to class content. Students must unambiguously demonstrate comprehension of the theories and concepts used in the term paper.
- 2) Factual data informed arguments (students must avoid hypothetical opinions and speculations).
- 3) Coherence, clarity, organization.
- 4) Thorough respect of the assignment guidelines.

The Professor suggests starting to work on the group research assignment way in advance in the course so to avoid delays in the case of unforeseen events. The group research assignment must be typed, 12 font, Times News Roman, double space, ten pages maximum (excluding title page and bibliography), and submitted electronically by March 30, 2021.

4) Oral Presentation (10%):

This is a collective presentation of the group research assignment. Each group will have 20 minutes to orally present their work with the visual aid of slides.

The oral presentation will be assessed on the following criteria:

- 1) Description of main findings. Students must unambiguously demonstrate comprehension of the theories and concepts used in the term paper.
- 2) Material and visual display of main findings (PowerPoint slide effectiveness).
- 3) Coherence, clarity, organization.
- 4) Online interaction with audience.
- 5) Thorough respect of the assignment guidelines.

Full guidelines and rubric will be available on the first week of the course.

Due dates are staggered and will be allocated in class (see course schedule).

5) Final Exam (30%):

The final exam is an individual examination. It consists of essay-type questions on the coronavirus pandemic impacts on Canadian work. Students shall use sociological concepts and theories discussed in the course to support their answers.

More information about this final exam will be given in class and posted on Virtual Campus.

The final exam must be submitted electronically by April 23, 2021.

Components of Final Mark

Evaluation format	Weight	Date
Midterm Exam	20%	February 9, 2021
Individual Exercises	10% (5% each)	See course schedule
Group Research Assignment	30%	March 30, 2021
Oral Presentation	10%	Staggered dates – see Schedule
Final Exam	30%	April 23, 2021

Course Failure - EIN (F): In accordance with article 10.6 (<https://www.uottawa.ca/administration-and-governance/academic-regulation-10-grading-system>), students receive a failing grade when they have not completed **a significant portion of the course work. According to the policy established by the School, a significant portion of the work** involves: either one or all exams (mid-term, final) or any other assignments (quizzes, tests, presentations, research, etc.) worth 15% or more of the final grade. Note that a refused request for a deferral can therefore lead to a failure.

Policy on class attendance, language quality and late submissions

Class attendance is necessary to successfully complete this course.

Your work will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15%, to the professor's discretion.

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. **There will be a penalty for late submissions.** University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate.

Students who are excused for missing an exam will be required to write a deferred exam, except where the professor offers a re-weighting scheme which applies to the student's case. Professors may decline to offer a deferred exam and instead re-weight the remaining pieces of work only if (i) the re-weighted scheme is indicated on the syllabus and (ii) it respects both the 25 percent rule (Academic Regulation 9.0) and the final exam rule.

IMPORTANT: All deferred final exams for courses at the Faculty of Social Sciences, except for SVS 3505, SVS 3515 and all ECO courses, will take place during the next term: in February for courses offered in Fall term and in July for courses offered in Winter term (please consult the [Important academic dates and deadlines webpage](#) to know the specific dates).

[Request for a deferred mark \(“DFR”\) forms](#) must be completed for both midterms and final exams. Once completed, the form with supporting documentation (ex. medical certificate) will automatically be sent to the academic unit which offers the course. The request **must be completed within 5 working days of the exam** and must respect all the conditions of [Academic Regulation I-9.5](#).

Absence for any other serious reason must be justified in writing, to the academic assistants of the Faculty, within five business days following the date of the exam or submission of an assignment. The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

For your information: (use as needed)

A penalty of 5% will be given for each subsequent calendar day following the due date. This goes for assignments submitted through e-mail as well, and, in this case, the time that the e-mail was received will be counted as the time of submission of the document.

We suggest that you advise your professor as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.

Deferred exam period:

- **Midterm exams:** April 15, 2021
- **Final exams:** During the July study break according to the University schedule and official dates.

SCHEDULE

Date	Course	Readings	Assignments
January 12	Course Introduction Setting the terms of the debate	Pupo et al. (2017). <i>Crisis in Canadian Work</i> – Chapter 1	
January 19	Modern production, changes in labour processes, and technological transformations	Pupo et al. (2017). <i>Crisis in Canadian Work</i> – Chapters 2 and 3	
January 26	Work in the 21 st Century	Pupo et al. (2017). <i>Crisis in Canadian Work</i> – Chapter 4	Individual exercise 1 due (5%)
February 2	Work regulations and credentialism	Pupo et al. (2017). <i>Crisis in Canadian Work</i> – Chapter 5 Fleming, P. (2017). The Human Capital Hoax: Work, Debt and Insecurity in the Era of Uberization. <i>Organization Studies</i> ,	

		38(5), 691-709. (Link on Virtual Campus).	
February 9	Migrant labour, occupational health, and mismatches	<p>Hill, N. et al. (2019). "Occupational Health and Safety for Migrant Domestic Workers in Canada: Dimensions of (Im)mobility". <i>New Solutions: A Journal of Environmental and Occupational Health Policy</i>, 29(3), 397–421.</p> <p>Kalleberg, A. (2008). The mismatched worker: when people don't fit their jobs. <i>Academy of Management Perspective</i>, 22(1), 24-40. (Link on Virtual Campus).</p>	Midterm Exam due (20%)
February 16	Reading Week (February 14-20)		
February 23	Precarization of labour	<p>Pupo et al. (2017). <i>Crisis in Canadian Work</i> – Chapter 6</p> <p>Bernhardt, N. (2015) "Racialized Precarious Employment and the Inadequacies of the Canadian Welfare State", <i>Journal of Workplace Rights</i>, 5 (2), 1-13</p> <p>Kalleberg, A. (2009). "Precarious work, insecure workers: Employment relations in transition". <i>American Sociological Review</i>, 74(1): 1-22 (Link on Virtual Campus).</p>	
March 2	Work-life conflicts, and the gender pay gap	<p>Pupo et al. (2017). <i>Crisis in Canadian Work</i> – Chapter 7</p> <p>Fuller, S. (2018) "Segregation across workplaces and the motherhood wage gap: why do mothers work on low-wage establishments?" <i>Social Forces</i>, 96(4): 1143-1476. (Link on Virtual Campus).</p> <p>Cha, Y., & Weeden, K. (2014). Overwork and the Slow Convergence in the Gender Gap in Wages. <i>American Sociological Review</i>, 79(3), 457-484. (Link on Virtual Campus).</p> <p>Hodges, M. J., & Budig, M. J. (2010). "Who Gets the Daddy Bonus?: Organizational Hegemonic Masculinity and the Impact of Fatherhood on Earnings". <i>Gender & Society</i>, 24(6), 717–745.</p>	

March 9	Work transitions	Pupo et al. (2017). <i>Crisis in Canadian Work</i> – Chapter 8 and chapter 10	
March 16	Experiences of Unemployment	Young, C. (2012). Losing a job: The nonpecuniary cost of unemployment in the United States. <i>Social Forces</i> , 91(2), 609-634. (Link on Virtual Campus). Weisshaar, K. (2018). From Opt Out to Blocked Out: The Challenges for Labor Market Re-entry after Family-Related Employment Lapses. <i>American Sociological Review</i> , 83(1), 34-60. (Link on Virtual Campus).	Individual exercise 2 (5%)
March 23	Unionization in Canada	Pupo et al. (2017). <i>Crisis in Canadian Work</i> – Chapter 11	
March 30	Work and Organizations in Latin America and Asia	Pupo et al. (2017). <i>Crisis in Canadian Work</i> – Chapter 9	Group Research Assignment due (30%) Oral Presentations (10%)
April 6	Work and Organizations in Latin America and Asia	Pupo et al. (2017). <i>Crisis in Canadian Work</i> – Chapter 9	Oral Presentations (10%)
April 13	Futures of Work and Wrap-up	Pupo et al. (2017). <i>Crisis in Canadian Work</i> – Chapter 12	
Exam period	Final Exam due on April 23rd, 2021 (30%)		

BIBLIOGRAPHY

Bernhardt, N. (2015) "Racialized Precarious Employment and the Inadequacies of the Canadian Welfare State", *Journal of Workplace Rights*, 5 (2), 1-13

Cha, Y., & Weeden, K. (2014).

"Overwork and the Slow Convergence in the Gender Gap in Wages". *American Sociological Review*, 79(3), 457-484.

Fleming, P. (2017). "The Human Capital Hoax: Work, Debt and Insecurity in the Era of Uberization". *Organization Studies*, 38(5), 691-709.

Fuller, S. (2018) "Segregation across workplaces and the motherhood wage gap: why do mothers work on low-wage establishments?". *Social Forces*, 96(4), 1143-1476.

Hill, N. S., Dorow, S., Barnetson, B., Martinez, J. F., & Matsunaga-Turnbull, J. (2019). "Occupational Health and Safety for Migrant Domestic Workers in Canada: Dimensions of (Im)mobility". *New Solutions: A Journal of Environmental and Occupational Health Policy*, 29(3), 397-421.

Hodges, M. J., & Budig, M. J. (2010). "Who Gets the Daddy Bonus?: Organizational Hegemonic Masculinity and the Impact of Fatherhood on Earnings". *Gender & Society*, 24(6), 717-745.

Kalleberg, A. (2009). "Precarious work, insecure workers: Employment relations in transition". *American Sociological Review*, 74(1), 1-22.

Kalleberg, A. (2008). The mismatched worker: when people don't fit their jobs. *Academy of Management Perspective*, 22(1), 24-40.

Pupo, N., Duffy, A., & Glenday, D. (2017). *Crises in Canadian Work: A Sociological Perspective*. Oxford University Press.

Young, C. (2012). Losing a job: The nonpecuniary cost of unemployment in the United States. *Social Forces*, 91(2), 609-634.

Weisshaar, K. (2018). From Opt Out to Blocked Out: The Challenges for Labor Market Re-entry after Family-Related Employment Lapses. *American Sociological Review*, 83(1), 34-60.

RESOURCES FOR YOU

[Sexual Violence Prevention](#)

The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit [Sexual violence: support and prevention](#).

[Faculty Student Experience Centre](#)

The goal of the Student Experience Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Student Experience Centre is there to help students continue on their path to success.

A student may choose to visit the Student Experience Centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Student Experience Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

Academic Writing Help Centre

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- **Master the written language of your choice**
- **Expand your critical thinking abilities**
- **Develop your argumentation skills**
- **Learn what the expectations are for academic writing**

Counselling Services

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

Human Rights Office

Mandate:

To provide leadership in the creation, implementation and evaluation of policies, procedures and practices on diversity, inclusion, equity, accessibility and the prevention of harassment and discrimination.

Contact information:

1 Stewart St. (Main Floor – Room 121) - Tel.: 613-562-5222 / Email: respect@uOttawa.ca

Academic Accommodations

The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away:

- in person in [our office](#)
- online
- by phone at 613-562-5976

Deadlines for submitting requests for adaptive measures during exams:

- midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself)
- final exams:
 - November 15 for the fall session
 - March 15 for the winter session
 - Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).

Career Development Centre

Career Development Centre offers various services and resources in career development to enable you to recognize and enhance the employability skills you need in today's world of work.

Campus Activities

Student events aimed at fulfilling all sorts of student needs.

**uoSatisfACTION
SHAKE THINGS UP!**

Do you have any [comments on your university experience or suggestions on how to improve it?](#)
Tell us!

BEWARE OF ACADEMIC FRAUD!

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the [Writing and Style Guide for University Papers and Assignments](#).

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a **grade of “F” for the assignment or course** in question;
- an additional program requirement of **between 3 and 30 credits**;
- **suspension or expulsion** from the Faculty.

For more information, refer to the [Student’s Guide to Academic Integrity](#) and the [Academic Integrity Website \(Office of the Provost and Vice-President, Academic Affairs\)](#).