



SOC 866

Work and Employment

S2 Evening 2017

Dept of Sociology

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Disclaimer

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General Information

Unit convenor and teaching staff

Norbert Ebert

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Credit points

4

Prerequisites

Admission to MPASR or GradDipPASR or GradCertPASR or MPPP or GradDipPP

Corequisites

Co-badged status

Unit description

The importance of work and employment for individuals as well as societies suggests that we live in work societies. Work is a basic social experience and a key sociological category. Policies around work and employment affect us in ways that we are not always aware of and can improve or hinder our well-being. This unit invites you to explore the relevance of work for individuals as well as societies. It studies the trends and processes at the workplace and contemplates the future role of work. The unit develops a map of how work fits into the structures of broader societies by making sense of your own work experiences, facts about work and contemporary policies.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

1. Identify the characteristics of contemporary work societies and the prevalence of work and employment for individual, organisational and social wellbeing.
2. Recognise the risks and opportunities originating in the organisation, structures and processes characterising work societies.
3. Integrate and synthesise learning and knowledge from a range of sources and environments to understand the link between economic and social roles of work and employment for individuals and societies.
4. Students will learn how to think sociologically about work and employment.

General Assessment Information

How to get the most out of SOC(X)866 / SOCI705

SOC(X)866 / SOCI705 The Sociology of Work and Employment has a simple and easy to follow structure. It is based on the idea of learning in three ways: reading about, listening to and writing about fundamental questions related to work and employment in contemporary policy settings. Every week follows this pattern with a clear focus on a key question.

1. **READING:** The **reading(s)** provide you with essential information around a topic or issue. If possible, do the readings before you come / listen to the lectures.
2. **LISTENING:** Every **lecture** identifies and addresses a key question in relation to work and employment.
3. **DISCUSSING AND WRITING:** Once you have done the reading(s) and listened to the lecture, it is time to discuss with other students (online or in the on campus **class**) what you think about the readings, the topics raised in the lecture or examples from your own work experience. Finally, in the various assignments you articulate in writing in your own words what the weekly topic is about.

The assessments in **SOC(X)866 / SOCI705** build on linking these three components of the course.

How to submit the assignments

The reflection task, the proposal and the final assignment have to be submitted via the turnitin links on iLearn by 11.59pm on the due dates. **You can submit your assignment only ONCE!** Please do not panic if you (for whatever reason) submit your assignment a few minutes late. We will not deduct marks for that. Your grades will be made available on gradebook on iLearn too, but remain subject to change until the end of the course and depend on your overall performance in the course.

If you have questions, need advice or want to discuss your assignment with the course convenor outside class room / online discussions, please email me directly (norbert.ebert@mq.edu.au).

How to deal with difficulties

The first rule is let me know asap and we will work out a way forward. The sooner I know, the sooner I can help. In particular, there is little I can do to help you once the due date of assignments has passed.

The second rule is, please raise general questions in class or the online discussion board before you individually email me. Often others have the same questions about referencing or contents related questions. Generally, the advice is to ask as early as possible and not avoid asking.

For issues affecting your performance, but which are unrelated to the course contents and prevent you from participating in tutorials or from submitting assignments or from completing the unit, please let me know and visit www.ask.mq.edu.au where you can submit the appropriate

application including the required documentation. This is essential to grant you extensions in particular beyond the end of semester if required.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---------------------------------------|-----------|--------|------------|
| <u>Participation</u> | 20% | No | ongoing |
| <u>Reflection task 1 (1500 words)</u> | 20% | No | 01/09/2017 |
| <u>Proposal</u> | 20% | No | 27/10/2017 |
| <u>sociological analysis</u> | 40% | No | 09/11/2017 |

Participation

Due: **ongoing**

Weighting: **20%**

SOC(X)866 / SOCI705 is structured around weekly key topics related addressing fundamental questions and issues around work and employment. Every lecture will cover a particular angle or approach. Together with the readings, this will link directly to the four assessment tasks. The four tasks build on each other.

Participation has a clear purpose: Based on the lecture material and the reading(s), the on campus class for internals and the online discussion board for externals and OUA students is the space where you can discuss topics and examples related to the week, ask questions, clarify concepts or ideas from the lecture or the readings. By discussion exactly that, you automatically repeat and learn the course contents.

For **external and OUA students** participation requires discussions on iLearn and we encourage you to share and discuss with others what you think about the topic of the week.

For **internal students** it requires class attendance on campus.

Participation - online as well as on campus - means to think and discuss the weekly material on a particular topic with others. Your contribution will be assessed on the basis of your familiarity and understanding of the weekly course contents from the lecture and the reading(s). Discussion means further that you are required to engage with others. The focus is not so much the quantity, but the quality of your contributions.

The tutorials will provide you with clear guidance on how to approach your assessments, what the key points are you need to include and define. This way, you automatically repeat, discuss and learn the course contents.

On successful completion you will be able to:

- 1. Identify the characteristics of contemporary work societies and the prevalence of work

and employment for individual, organisational and social wellbeing.

- 2. Recognise the risks and opportunities originating in the organisation, structures and processes characterising work societies.
- 3. Integrate and synthesise learning and knowledge from a range of sources and environments to understand the link between economic and social roles of work and employment for individuals and societies.
- 4. Students will learn how to think sociologically about work and employment.

Reflection task 1 (1500 words)

Due: **01/09/2017**

Weighting: **20%**

The assessments in this course are linked and build on each other. The reflection task build on the class discussions, but goes a little bit further. The purpose is for you to learn how to articulate in writing the essence of a weekly topic.

The point of the reflection task is that you engage in depth with **ONE** of the weekly topics (from week 2-5) that has been covered before the due date.

The most important points to consider are:

- a) identify the key question / topic of the chosen week and give a short basic answer which you then explain in more detail.
- b) clearly name, define and explain **in your own words** the key concepts of the chosen week.
- c) refer to and reference the reading(s) of the chosen week to back up your key points and demonstrate your understanding of the reading

What you are NOT supposed to do:

- a) Do **NOT** exceed 1500 words.
- b) Do **NOT** reference the lecturer or the lecture slides!
- c) Do **NOT** copy the quotes used in the lecture from the reading into your assignment, but find your own.
- d) Do **NOT** use readings or other materials other than the ones provided by the course.

The writing task is not an essay. It does not require an introduction or a conclusion. Focus on the key question / topic of the week.

On successful completion you will be able to:

- 1. Identify the characteristics of contemporary work societies and the prevalence of work and employment for individual, organisational and social wellbeing.

- 2. Recognise the risks and opportunities originating in the organisation, structures and processes characterising work societies.
- 3. Integrate and synthesise learning and knowledge from a range of sources and environments to understand the link between economic and social roles of work and employment for individuals and societies.
- 4. Students will learn how to think sociologically about work and employment.

Proposal

Due: **27/10/2017**

Weighting: **20%**

Think of the proposal as a further elaboration of your reflection task. The proposal builds on the reflection task and is the next step towards your final assignment, the "sociological analysis".

You once again choose a weekly topic that has been covered up to here or the same week as you have chosen for your reflection task and articulate in writing what the essence of the weekly topic is in your own words. With the reflection task you have essentially worked out the core, the fundamentals for a topic, approach or concept relating to work and employment.

What you need to do for the proposal is to add (propose) where this can be applied and how you will elaborate it in a focused way in your final assignment. This can be based on an article, a policy (or extract of one), some specific stats from the Australian Bureau of Statistics, for example), a newspaper article, a news clip or any other accessible material. The link to the topic needs to be clearly articulated. In short, find a real world example and propose how you will analyse it in your final assessment.

The main points to consider are:

- clearly identify the topic of a particular week (based on reflection task or new topic that has been covered so far; it is ok to change topics even after the proposal) for your final assignment if you wish to do so).
- identify a suitable application/example
- articulate in 500 words how the core idea and the application / example are linked and how you will elaborate it in your final assignment.

On successful completion you will be able to:

- 1. Identify the characteristics of contemporary work societies and the prevalence of work and employment for individual, organisational and social wellbeing.
- 3. Integrate and synthesise learning and knowledge from a range of sources and environments to understand the link between economic and social roles of work and employment for individuals and societies.

- 4. Students will learn how to think sociologically about work and employment.

sociological analysis

Due: **09/11/2017**

Weighting: **40%**

The final assignment builds on your reflection task and your proposal. It puts the two assignment together. You can stick with the topic you have covered before or choose a new one. However, if you choose a new one you have to go through the steps of the reflection task and the proposal again for yourself to fulfill the requirements for the final assignment. Following the instructions for the reflection task and the proposal your sociological analysis will have three parts:

- a) a clear articulation of a weekly topic;
- b) a clear description of an example / application / policy
- c) the sociological analysis, elaboration and discussion linking a) and b)

On successful completion you will be able to:

- 1. Identify the characteristics of contemporary work societies and the prevalence of work and employment for individual, organisational and social wellbeing.
- 4. Students will learn how to think sociologically about work and employment.

Delivery and Resources

Internal students are required to come to class on Tuesday nights. External and OUA students are required to listen to the recorded lectures on iLearn and participate in the weekly discussions which are set up per week on iLearn. The readings used in this course are available through a link on iLearn.

Online discussions are being delivered through iLearn.

Should you encounter any IT problems, please contact IT directly via One Help.

Unit Schedule

| | | |
|---|------------|--|
| 1 | 01/08/2017 | Introduction to SOC(X)866 / SOCI705 |
| 2 | 08/08/2017 | The Structures of Work Societies |
| 3 | 15/08/2017 | Capitalism at Work |
| 4 | 22/08/2017 | The Productivity Obsession |
| 5 | 29/08/2017 | How Technology Works for, against or with us |
| | 01/09/2017 | Assignment 1 is due (20%) |

| | | |
|----|------------|-------------------------------|
| 6 | 05/09/2017 | The Human Cost of Work |
| 7 | 12/09/2017 | Corporate Individualism |
| | 19/09/2017 | mid-session break |
| | 26/09/2017 | mid-session break |
| 8 | 03/10/2017 | (Un)Employment as Ideology |
| 9 | 10/10/2017 | Capitalism: A Love Story |
| 10 | 17/10/2017 | Working Hard for What? |
| 11 | 24/10/2017 | Class and Diversity |
| | 27/10/2017 | Assignment 2 is due (20%) |
| 12 | 31/10/2017 | How Gender Works |
| 13 | 07/11/2017 | Work Societies Without Work? |
| | 09/11/2017 | Final Assignment is due (40%) |

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- 2. Recognise the risks and opportunities originating in the organisation, structures and processes characterising work societies.
- 4. Students will learn how to think sociologically about work and employment.

Assessment tasks

- Proposal
- sociological analysis

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- 1. Identify the characteristics of contemporary work societies and the prevalence of work and employment for individual, organisational and social wellbeing.
- 2. Recognise the risks and opportunities originating in the organisation, structures and processes characterising work societies.
- 3. Integrate and synthesise learning and knowledge from a range of sources and environments to understand the link between economic and social roles of work and employment for individuals and societies.

Assessment tasks

- Participation
- Reflection task 1 (1500 words)
- Proposal
- sociological analysis

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- 1. Identify the characteristics of contemporary work societies and the prevalence of work and employment for individual, organisational and social wellbeing.
- 2. Recognise the risks and opportunities originating in the organisation, structures and processes characterising work societies.
- 3. Integrate and synthesise learning and knowledge from a range of sources and environments to understand the link between economic and social roles of work and employment for individuals and societies.
- 4. Students will learn how to think sociologically about work and employment.

Assessment tasks

- Participation
- Reflection task 1 (1500 words)
- Proposal
- sociological analysis

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- 1. Identify the characteristics of contemporary work societies and the prevalence of work and employment for individual, organisational and social wellbeing.
- 4. Students will learn how to think sociologically about work and employment.

Assessment tasks

- Proposal
- sociological analysis

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- 1. Identify the characteristics of contemporary work societies and the prevalence of work and employment for individual, organisational and social wellbeing.
- 3. Integrate and synthesise learning and knowledge from a range of sources and environments to understand the link between economic and social roles of work and employment for individuals and societies.
- 4. Students will learn how to think sociologically about work and employment.

Assessment tasks

- Participation
- Reflection task 1 (1500 words)
- Proposal
- sociological analysis

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Assessment tasks

- Participation
- Proposal
- sociological analysis

Information for External Students

As an external or OUA student in **SOC(X)866 / SOCI705** you are required to listen to the lectures online via iLearn and do the weekly readings.

Your tutorial is the weekly online discussion forum. What on campus students do in classes on campus, you do in the discussion forum. That is you will engage in the weekly topic to discuss the main points and concepts which are crucial for your assignments. It is your responsibility to "attend" online regularly. The online engagement is the foundation for your assignments. From experience students who engage in discussions are doing better in the assignments :-)

List of Required Readings for SOC(X)866 / SOCI705

SOC(X)866 / SOCI705 Sociology of Work and Employment: List of Readings per week

| | |
|----|---|
| 1 | No reading |
| 2 | <p>Beck U. (2000) <i>The Brave New World of Work</i>, pp. 10-16, Polity Press: Cambridge.</p> <p>Nisbet R. A. (1984) <i>The Sociological Tradition</i>, pp. 84-86, Heinemann: London.</p> <p>Stones R. (2017) <i>Key Sociological Thinkers</i>, pp. 72-75, Palgrave Macmillan: London.</p> |
| 3 | <p>Anderson P. (1975) <i>Passages from Antiquity to Feudalism</i>, pp. 84-86 and 147-153, NLB: London.</p> <p>Elster J. (1984) <i>Making Sense of Marx</i>, pp. 278-288, Cambridge University Press: Cambridge.</p> <p>Bell D. (1973) <i>The Coming of Post-Industrial Society</i>, pp. 12-32, Basic Books: New York.</p> |
| 4 | <p>Brubaker R. (1984) <i>The Limits of Rationality. An Essay on the Social and Moral Thought of Max Weber</i>, pp. 8-48, Allen & Unwin: London.</p> |
| 5 | <p>Blyton P. and Jenkins J. (2007) <i>Key Concepts in Work, Technology</i>, pp. 210-216, Sage: London.</p> <p>Rifkin J. (2004) <i>The End of Work</i>, pp. 3-14, Penguin Group: New York.</p> <p>Reese H. and Heath N. (2017) <i>Inside Amazon's Clickworker Platform: How Half a Million People Are Being Paid Pennies to Train AI</i>, http://www.techrepublic.com/article/inside-amazons-clickworker-platform-how-half-a-million-people-are-training-ai-for-pennies-per-task/</p> |
| 6 | <p>Blyton P. and Jenkins J. (2007) <i>Key Concepts in Work, Alienation</i>, pp. 11-16, Sage: London.</p> <p>Hochschild A. R. (1983) <i>The Managed Heart. Commercialization of Human Feeling</i>, pp. ix – 23, University of California Press: Berkeley, Los Angeles, London.</p> <p>Blyton P. and Jenkins J. (2007) <i>Key Concepts in Work, Emotional Labour</i>, pp. 64-68, Sage: London.</p> <p>Blyton P. and Jenkins J. (2007) <i>Key Concepts in Work, Human Relations</i>, pp. 93-97, Sage: London.</p> |
| 7 | <p>Bowman S. R. (1996) <i>The Modern Corporation and American Political Thought. Law, Power and Ideology</i>, pp. 180-184.</p> |
| 8 | <p>Kurz, H. D. (2016) <i>Economic Thought: A Brief History</i>, pp. 113-131, Columbia University Press: New York.</p> <p>Blyton P. and Jenkins J. (2007) <i>Key Concepts in Work, Unemployment and Underemployment</i>, pp. 227-231, Sage: London.</p> <p>Harvey D. (2007) <i>A Brief History of Neoliberalism</i>, pp. 1-4, Oxford University Press: Oxford.</p> |
| 9 | No reading |
| 10 | <p>Lafargue P. (1973[1883]) <i>The Right to be Lazy</i>, pp. 9-13, Gordon Press: New York.</p> <p>Hughes J. A., Martin P. J. and Sharrock W. W. (1997) <i>Understanding Classical Sociology</i>, pp. 94-102, Sage: London.</p> <p>Ehrenreich B. (2010) <i>Smile or Die. How Positive Thinking Fooled America and the World</i>, pp. 1-13, Granta Publications: London.</p> |
| 11 | <p>Dahrendorf R. (1970) Marx's Theory of Class, in <i>Readings on Social Stratification</i>, edited by Tumin, M. M., pp. 3-17, Prentice Hall: London.</p> <p>Weber M. (1970) Class, Status, Party, in <i>Readings on Social Stratification</i>, edited by Tumin, M. M., pp. 27-39, Prentice Hall: London.</p> <p>Blyton P. and Jenkins J. (2007) <i>Key Concepts in Work, Globalization and Labour Migration</i>, pp. 87-92, Sage: London.</p> |
| 12 | <p>Connell R. (2009) <i>Gender in World Perspective</i>, pp. 72-93, Polity Press: Cambridge.</p> <p>Bohnet I. (2016) <i>What Works. Gender Equality by Design</i>, pp. 1-17, The Belknap Press of Harvard University Press: Cambridge & London.</p> |

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| 13 | Kalleberg A. L. (2009) Precarious Work, Insecure Workers: Employment Relations in Transition, <i>American Sociological Review</i> , Vol. 74, No. 1, pp. 1-22. |
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