



PHIL3056

Work and the Good Life

Session 2, Special circumstance 2020

Department of Philosophy

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Disclaimer

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Nicholas Smith

nicholas.smith@mq.edu.au

Credit points

10

Prerequisites

130cp at 1000 level or above

Corequisites

Co-badged status

Unit description

What is work and how should we value it? Is work something we do just for the wages? Or does work have a value beyond that? How does work affect our identity? Should the availability and quality of work be left to the job market? Or does the state have responsibilities to provide decent work? In the first half of the unit we look at how some of the great philosophers of the past answered such questions, including Plato, Aristotle, Adam Smith, Hegel, Karl Marx and Hannah Arendt. In the second half of the unit we examine some of the main worries people today have around work, such as work/life imbalance, precarious work and meaningless work. Then we look in detail at some major practical proposals for dealing with these problems, such as the introduction of a Universal Basic Income and a 4-day working week.

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:

ULO1: explain key philosophical concepts about the nature and value of work

ULO2: critically evaluate key philosophical arguments about the nature and value of work

ULO3: apply philosophical concepts and arguments to major practical proposals addressing present and future problems of work

ULO4: use philosophical concepts and arguments to develop independent thinking

about major practical proposals addressing present and future problems of work

General Assessment Information

Late Assessment Penalty Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline.

Assessment Tasks

Name	Weighting	Hurdle	Due
Quiz	20%	No	Weekly, weeks 2-7
Participation and engagement	20%	No	Weekly, throughout semester
Short essay	25%	No	01/10/20
Case study / analysis of policy proposal	35%	No	06/11/20

Quiz

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 10 hours

Due: **Weekly, weeks 2-7**

Weighting: **20%**

Weekly quizzes testing knowledge of key concepts and arguments

On successful completion you will be able to:

- explain key philosophical concepts about the nature and value of work

Participation and engagement

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 30 hours

Due: **Weekly, throughout semester**

Weighting: **20%**

Contribution to online discussion boards

On successful completion you will be able to:

- explain key philosophical concepts about the nature and value of work

- critically evaluate key philosophical arguments about the nature and value of work
- apply philosophical concepts and arguments to major practical proposals addressing present and future problems of work
- use philosophical concepts and arguments to develop independent thinking about major practical proposals addressing present and future problems of work

Short essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 30 hours

Due: **01/10/20**

Weighting: **25%**

Short essay on a topic from part one of the unit

On successful completion you will be able to:

- explain key philosophical concepts about the nature and value of work
- critically evaluate key philosophical arguments about the nature and value of work

Case study / analysis of policy proposal

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 40 hours

Due: **06/11/20**

Weighting: **35%**

critical analysis of key policy proposal

On successful completion you will be able to:

- apply philosophical concepts and arguments to major practical proposals addressing present and future problems of work
- use philosophical concepts and arguments to develop independent thinking about major practical proposals addressing present and future problems of work

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this

type of assessment

- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Delivery is by pre-recorded lectures, lecture notes, readings, discussion boards, interactive feedback meetings (Zoom meetings), announcements, quizzes and assignment submission all available on or through the iLearn site.

Unit Schedule

Week 1 27/07	Introduction to the philosophy of work
	Part 1: Classical Problems in Philosophy of Work
Week 2 03/08	How should work be divided? Justice in Plato's Republic. Reading: Plato; Muirhead
Week 3 10/08	What is the best kind of work? Aristotle's hierarchy of types of action Reading: Angier
Week 4 17/08	How is work linked to wealth and well-being? Smith on the benefits and costs of the division of labour Reading: Adam Smith; Doppelt
Week 5 24/08	Can you be free when you work? Hegel on work and social freedom Reading: Hegel; Wood
Week 6 31/08	Can you be free when you work? Marx on free and alienated labour Reading: Marx; Sayers
Week 7 07/09	How far can work be humanized? Arendt on labour work and action Reading: Arendt, N. Smith
	Mid-semester break
Week 8 28/09	Short Essay preparation. Assignment due this week (Thursday Oct 1).
	Part 2: Contemporary problems of work and possible solutions

Week 9 05/10	Should we have to work for a living? Background to the Basic Income debate Reading: van Parijs.
Week 10 12/10	Basic income and liberal justice Reading: van Parijs, White
Week 11 19/10	Basic income and social freedom Reading: N. Smith
Week 12 26/10	Should we be working less? The case for a 4 day week Reading: tbc
Week 13 02/11	The policy proposal analysis, wrap up and feedback

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(http](#)

[s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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

If you are a Global MBA student contact globalmba.support@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.