



# PHL 356

## Work and the Good Life

S2 Day 2018

*Dept of Philosophy*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff Unit Convenor Nicholas Smith <a href="mailto:nicholas.smith@mq.edu.au">nicholas.smith@mq.edu.au</a> Contact via <a href="mailto:nicholas.smith@mq.edu.au">nicholas.smith@mq.edu.au</a> AHH To be confirmed
Credit points 3
Prerequisites (39cp at 100 level or above) or admission to GDipArts
Corequisites
Co-badged status
Unit description What value should we attach to work? Is it 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, John Locke, Adam Smith, Hegel, Marx and Hannah Arendt. Using these philosophical models, in the second half of the unit we look at the worries people have about work from a contemporary perspective. With a focus on issues such as unemployment, precarious work, disrespect at work and meaningless work, we ask how things can go well or badly with work and what might be done about it.

## 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:

- Articulate clearly and coherently philosophical arguments about the meaning of work.
- Acquire knowledge of the history of the philosophy of work.
- Develop a philosophical understanding of contemporary social issues around work

Analyse and critically evaluate philosophical arguments

## General Assessment Information

The short essay will be assessed according to criteria of clarity of argumentation, relevance of content, appropriateness of structure, soundness of understanding, and clarity of presentation.

The long essay will be assessed according to criteria of clarity of argumentation, relevance of content, appropriateness of structure, soundness of understanding, clarity of presentation, quality of research, independence of thought and originality.

The essay plan will be assessed on the basis of degree of preparation and quality of planning.

The participation and engagement task will be assessed according to the quality and regularity of contributions to class discussions and discussion boards.

A detailed rubric for each of the assessment tasks will be supplied in the Assessment and Guides section of the PHL356 iLearn site.

### 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
<u>Short Essay / text analysis</u>	30%	No	Week 7
<u>Participation and engagement</u>	20%	No	throughout semester
<u>Essay plan</u>	10%	No	week 12
<u>Essay</u>	40%	No	week 14

### Short Essay / text analysis

Due: **Week 7**

Weighting: **30%**

1 x 1000 word summary and analysis of a selected text from part 1 of the unit.

On successful completion you will be able to:

- Articulate clearly and coherently philosophical arguments about the meaning of work.
- Acquire knowledge of the history of the philosophy of work.
- Analyse and critically evaluate philosophical arguments

## Participation and engagement

Due: **throughout semester**

Weighting: **20%**

contribution to class discussion or discussion boards

On successful completion you will be able to:

- Articulate clearly and coherently philosophical arguments about the meaning of work.
- Acquire knowledge of the history of the philosophy of work.
- Develop a philosophical understanding of contemporary social issues around work
- Analyse and critically evaluate philosophical arguments

## Essay plan

Due: **week 12**

Weighting: **10%**

1 x 500 word (1 page) summary of structure of essay with list of references to be used.

On successful completion you will be able to:

- Develop a philosophical understanding of contemporary social issues around work
- Analyse and critically evaluate philosophical arguments

## Essay

Due: **week 14**

Weighting: **40%**

1 x 2500 word essay on a contemporary issue covered in part two of the unit.

On successful completion you will be able to:

- Articulate clearly and coherently philosophical arguments about the meaning of work.
- Develop a philosophical understanding of contemporary social issues around work
- Analyse and critically evaluate philosophical arguments

## Delivery and Resources

The unit will be delivered by way of weekly lectures and tutorials.

Recorded lectures, lecture slides, readings, and other information can be accessed from the PHL356 i-learn site.

## Unit Schedule

### Week 1

02/08 Introduction to the philosophy of work

### **Part 1: Classical Problems in Philosophy of Work**

### Week 2

09/08 Who should do what job? Justice and work in Plato's Republic.

### Week 3

16/08 What is the best kind of work? Aristotle's hierarchy of types of action

### Week 4

23/08 What is the relationship between work, wealth and well-being? Adam Smith on the benefits and costs of the division of labour

### Week 5

30/08 Can you be free when you work? Hegel on the institutional basis of freedom

### Week 6

06/09 Can you be free when you work? Marx on free and alienated labour

### Week 7

Preparation and submission of short essay.

### **Part 2: Contemporary issues of justice, freedom and work.**

### Week 8

04/10 Contemporary worries around work and how to address them

### Week 9

11/10 Should we have to work for a living? The liberal-egalitarian case for Unconditional Basic Income (UBI)

### Week 10

18/10 Should we have to work for a living? Arguments for and against Unconditional Basic Income

### Week 11

25/10 Should we be sharing types of work? The case for contributive justice

### Week 12

01/11 Should we be working less? The case for shortening the working week

### Week 13

08/11 Unit overview and wrap up

## 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.*)

Undergraduate 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](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>).

## 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 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](https://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](https://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](http://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/](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

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Articulate clearly and coherently philosophical arguments about the meaning of work.
- Analyse and critically evaluate philosophical arguments

### Assessment tasks

- Participation and engagement
- Essay plan
- Essay

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## **Learning outcome**

- Develop a philosophical understanding of contemporary social issues around work

## **Assessment task**

- Short Essay / text analysis

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Articulate clearly and coherently philosophical arguments about the meaning of work.
- Acquire knowledge of the history of the philosophy of work.
- Develop a philosophical understanding of contemporary social issues around work

## **Assessment tasks**

- Short Essay / text analysis
- Participation and engagement
- Essay plan
- Essay

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Articulate clearly and coherently philosophical arguments about the meaning of work.
- Acquire knowledge of the history of the philosophy of work.
- Develop a philosophical understanding of contemporary social issues around work



- Analyse and critically evaluate philosophical arguments

## Assessment tasks

- Short Essay / text analysis
- Participation and engagement
- Essay plan
- Essay

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Articulate clearly and coherently philosophical arguments about the meaning of work.
- Acquire knowledge of the history of the philosophy of work.
- Develop a philosophical understanding of contemporary social issues around work
- Analyse and critically evaluate philosophical arguments

## Assessment tasks

- Short Essay / text analysis
- Essay plan
- Essay

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Develop a philosophical understanding of contemporary social issues around work
- Analyse and critically evaluate philosophical arguments

## Assessment tasks

- Participation and engagement
- Essay plan
- Essay

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcomes

- Articulate clearly and coherently philosophical arguments about the meaning of work.
- Acquire knowledge of the history of the philosophy of work.
- Develop a philosophical understanding of contemporary social issues around work
- Analyse and critically evaluate philosophical arguments

## Assessment tasks

- Short Essay / text analysis
- Participation and engagement

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## Learning outcomes

- Articulate clearly and coherently philosophical arguments about the meaning of work.
- Acquire knowledge of the history of the philosophy of work.
- Develop a philosophical understanding of contemporary social issues around work
- Analyse and critically evaluate philosophical arguments

## Assessment tasks

- Short Essay / text analysis

- Participation and engagement