SOCA3210: Sociology of Work
Course Outline
Semester 1, 2006

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Course Overview

Year & Semester: Semester 1 – 2006
Unit Weighting: 10
Teaching Methods: Lecture and Tutorial

Brief Course Description:
SOCA3210 aims to provide students with a sociological understanding of work and considers the range of social factors that shape the availability, organisation and experience of work. Specific topics covered include: work transformation debates such as McDonaldisation, post-bureaucratisation, post-industrialism and post-Fordism; the impact of globalisation; the public sector labour process; gender and work (paid and unpaid); the implications of 'race' and ethnicity for the experience of work; the social context of occupational health and safety; the role of unions and professions; unemployment and the future of work.

Please note that students who have successfully completed SOCA2030 are not eligible to do this course.

Contact Hours: 1 lecture hour and 1 tutorial hour per week for the semester

Students are strongly recommended to purchase the textbook. It is available from the United Campus Bookshop (Callaghan campus) and the Co-op Bookshop (Newcastle city). The text is also available from the Short Loan section of the Auchmuty library, along with many course specific references to help with your assessment items. Prescribed reading has been allocated for each teaching week for the tutorial presentation assessment item and is available online via the course Blackboard website.

Course Objectives

On successful completion of this course students will be able to:

1. Demonstrate an understanding of theories, research methods and debates in the sociology of work
2. Be familiar with the process of critical appraisal of relevant literature
3. Critically analyse and discuss a refereed journal article in written and oral form in the sociology of work field
4. Construct an evidence table on a specific topic relevant to the sociology of work in essay form
5. Communicate understanding of theories and debates in the sociology of work in essay form.

Course Content

- Relevant sociological theories of work
- The impact of the industrial revolution on the organisation of work
- Scientific management and the human relations approach
- Globalisation and economic restructuring
- Gender and work: the sexual division of labour in paid and unpaid work
- The social context of occupational health and safety
- The role of unions and professions
- The implications of 'race' and ethnicity for the organisation and experience of work
- The introduction of competition and contractualism into public sector work
- Unemployment and the future of work
- Work transformation and labour process debates: McDonaldisation, post-bureaucratisation, post-industrialism and post-Fordism.

Assessment Items

1. Major Essay (40%): 2000 words | Due: Friday 10am, May 26

The essay serves to develop students’ research, writing and critical analysis skills in which they will need to demonstrate their ability to critically engage with the essay question, synthesize and analyse a range of academic material, and construct a logical and theoretically informed argument. The essay addresses course objectives 1, 2, & 5.

2. Tutorial Presentation & Paper (20%): Equivalent to 1000 words

This task includes a 10 minute oral presentation and written paper that aims to critically appraise a nominated refereed journal article. The presentation aims to introduce empirical, theoretical and methodological issues relevant to the sociology of work to facilitate class discussion. Presentations are scheduled throughout the semester. A written version of the Tutorial Presentation in report format will be submitted the day of the presentation. The report will include a one page summary of the presentation and a one page evidence table of the relevant wider literature. This assessment task addresses course objectives 2, 3, and 4.

3. In-class Multiple-choice Test No. 1 (20%) | Week 7 Lecture time

This test will be of one hour duration and will cover the first six weeks of the course. It will take place in the lecture time in week 7. The test
is designed to consolidate student learning by encouraging the early and continuous revision of material covered in lectures, readings and tutorials. The test addresses course objective 1.

4. **In-class Multiple-choice Test No. 2 (20%) | Week 14 Lecture time**

This test will be of one hour duration and will cover material presented in weeks 8 to 13. It will take place in the lecture time in week 14. The test addresses course objective 1.

**Assumed Knowledge**

20 units of SOCA/SOCS 1000 level courses or equivalent

**Career Relevance**

The course is open to all students as an elective and is particularly relevant to students undertaking degrees in Arts, Social Science, IR&HRM, OHS, Business, Social Work, Community Welfare and Human Services, Consumer Studies, and Human Geography.

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**Callaghan Campus Timetable**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Monday</th>
<th>10:00 - 11am</th>
<th>SRLT3</th>
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</thead>
<tbody>
<tr>
<td>Tutorial or Tutorial</td>
<td>Monday</td>
<td>11:00 – 12:00</td>
<td>W238</td>
</tr>
<tr>
<td>Tutorial</td>
<td>Monday</td>
<td>12:00 – 1pm</td>
<td>W238</td>
</tr>
</tbody>
</table>

Please note: Tutorial information is subject to change, but was correct as at February 3, 2006.

**Online Tutorial Registration:**

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:

- Registrations close at the end of week 2 of semester.

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**Plagiarism and Turnitin**

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs. Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty. For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link:


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may:

- Reproduce this assessment item and provide a copy to another member of the University; and/or
Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
Submit the assessment item to other forms of plagiarism checking.

**Written Assessment Items**

Students are required to provide written assessment items in electronic form as well as hard copy.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised. Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment: or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form. Please go to the Policy and the online form for further information, particularly for information on the options available to you, at:


**Submission of Special Consideration/Extension of Time Applications:** Students can obtain and submit forms via the Student HUBS.

**Changing your Enrolment**

The last date to withdraw without financial or academic penalty (called the HECS Census Dates) for Semester 1 courses is: 31 March 2006.

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office. To change your enrolment online, please refer to:

http://www.newcastle.edu.au/study/enrolment/change-enrol.html

**University Contact Details**

**Faculty Student Service Office:**

- The Faculty of Education and Arts
- Room: GP1-22 (General Purpose Building) | Phone: 0249 215 314
Dean of Students:
β Dr Jennifer Archer
β Phone: 492 15806 | Fax: 492 17151 | resolutionprecinct@newcastle.edu.au

University Student Support Unit:
Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Website for Rules Governing Undergraduate Academic Awards

Students with a Disability or Chronic Illness

The University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator. Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis. All lectures are delivered in PowerPoint and placed on the Blackboard website prior to the lecture each week. The website also contains links to staff contact details, the course guide, helpful web links, study tips, and assessment reminders.

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.
Hard copy submission:

- **Type your assignments**: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.

- **Word length**: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.

- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.

- **Staple the pages** of your assignment together (do not use pins or paper clips).

- **University coversheet**: All assignments must be submitted with the University coversheet: [www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf](http://www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf)

- **Assignments are to be deposited in the relevant discipline assignment box**:
  - Callaghan students: School of Humanities and Social Science Office, Level 1, McMullin Building, MC127

- **Do not fax or email assignments**: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the due date (e.g., other commitments or distance from campus) is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

- **Keep a copy of all assignments**: All assignments are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

Online copy submission to Turnitin via course Blackboard website

In addition to hard copy submission, students are required to submit an electronic version of the following assignment to Turnitin via the course Blackboard website:

- **Major essay**

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Penalties for Late Assignments**

Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.

**No Assignment Re-submission**

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

**Remarks**

Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

Return of Assignments

Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

Preferred Referencing Style

Wherever you use information from another author’s work, either a direct quotation or paraphrased information (rewritten in your own words) you must correctly reference the source of the information in a consistent format.

In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. For example: (Citizen 2003: 10). At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors).

Further information on referencing and general study skills can be obtained from:
- Essay & Referencing Guidelines are available on the Blackboard website

Student Representatives

We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:
Useful Books and Journals for Assessment Items

- Bell, S. 1997, Ungoverning the Economy, Melbourne: Oxford University Press.
Sociology dictionaries and short introductions:


Relevant journals:

- Australian Journal of Public Administration
- Capital & Class | Economy and Society
- Gender, Work and Organization
- Journal of Australian Political Economy | Journal of Industrial Relations
- Labour & Industry | Sociology of Work and Occupations
- Work, Employment & Society | Work and Occupations

Assessment Items, Due Dates and Grading System

Expectations of students

Tutorial preparation consists of completing the prescribed textbook reading and any associated discussion questions and tutorial exercises. As you read, it is advisable to make well-organised notes; they will improve your understanding and help you to complete your assessment items as well as make it easier to revise for tests. It is also advisable to bring your Course Guide and Textbook to the tutorial each week. A pass grade is achieved when the combined marks for all assessment items total 50% or more, meaning that you may be able to fail an assessment item and still pass the course. The grading guide and assessment items are described below.

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<tr>
<td>50% to 64%</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<tr>
<td>65% to 74%</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<tr>
<td>75% to 84%</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<td>85% upwards</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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Tutorial Presentation and Paper

Tutorial Presentation: 10 minutes  Weighting: 5%
Individual Tutorial Paper: 500 words  Weighting: 15%
Submission details: Paper is to be submitted in class on day of presentation
Assessment criteria: see Appendix 1

Journal articles are the primary source of new theories and research findings. This assessment task encourages you to critically evaluate a journal article of sociological relevance. You will be allotted a week to present an article review for a designated journal article – downloadable from the course Blackboard website.

Essential Guidelines for the Tutorial Presentation and Paper

You are to summarise and analyse a journal article in the form of a tutorial presentation and paper. The main objectives of the assessment task are to:
- Facilitate class discussion through critical analysis of relevant literature
- Provide an avenue to develop presentation skills.

For help with doing presentations, see the online reading ‘Presenting with style’ in the ‘Tutorial Papers’ section of the Blackboard website.

In conducting your review:

1. Download your designated journal article for your assigned week and the evidence table template from the ‘Tutorial Papers’ section of Blackboard.

2. Introduction: Start your presentation by briefly introducing the article to be reviewed and the structure of the presentation.

3. Briefly summarise the article: Provide a short overview of the content, highlighting (where relevant) the research question, argument and methods used by the author.

4. Evaluate the strengths and weaknesses of the article: Consider whether the evidence and argument are persuasive by comparing it to the wider sociological literature (using a minimum of three refereed journal articles that should appear in your evidence table). Also consider:
   - Key concepts, theories and methodology: Explain and consider the benefits/limitations of any key concepts and theories used in the article, and the data collection method used if the article reports empirical results.
   - Other interpretations: Could alternative conclusions be drawn? Could the author have approached the topic from another perspective? Are some issues neglected? What assumptions does the author make? What do other authors in the field say?

5. Tutorial paper:
   - One page summary: Using a report format (dot points and subheadings are allowed), prepare a written summary of the key points of your presentation.
   - One page Evidence Table (see Appendix 2)—template downloadable from the Blackboard website: Provide a minimum of three relevant journal references with full bibliographical details in the format of an Evidence Table. An Evidence Table is a common way of presenting and comparing brief summaries of the relevant literature. Recommended databases for finding other relevant journal articles include: Sociological Abstracts, Expanded Academic ASAP, Current Contents, Social Science Journals, AUSTROM, Blackwell Synergy. DO NOT use editorials, book chapters, newspapers or current affairs magazines.
Essential Essay Instructions, Guidelines and Expectations

The essay is a method of communicating your knowledge and understanding about a topic within a given timeframe and word limit. Essay writing helps to develop skills of critical analysis and communication by providing a method of collecting your ‘thinking’ about a topic in a logical, credible and persuasive way. For the essay you are expected to:

6 Use of a minimum of TEN academic sources, at least FOUR of which should be from refereed journal articles (all referenced in your essay). The minimum of TEN academic sources exclude newspapers and current affairs magazines, and generic information from websites (online refereed journal articles and online reports by governments and non-government agencies such as the UN are acceptable).

6 Read widely to critically review the field of sociological literature on a topic
6 Analyse a topic, develop a logical argument and use supporting evidence from your reading. Do not just give descriptive information, but also discuss explanations/theories in the literature
6 In the introduction, briefly define key terms and introduce your argument/stance (i.e., your approach to answering the question and what your essay will cover)
6 In the body of your essay, consider relevant historical, cultural, structural & critical factors
6 In the conclusion, summarise the evidence and argument presented to answer the question.
6 Follow the Essay and Referencing Guidelines on the Blackboard website. Ensure your essay is referenced correctly using the Harvard in-text citation system and avoid plagiarism
6 Direct quotes should NOT exceed 10% of your total word count
6 Short quotations (less than 30 words) are placed inside single quotation marks; long quotations (30 words or more) are indented, but should be kept to minimum
6 Do not use dot points in your essay
6 Students may study collaboratively, but are warned not to copy each other’s work as this may result in a failure for that assessment item
6 Relevant information for assignments can be found in the textbook, the lecture references in this Course Guide, and from the references in the Short Loan section of the Auchmuty library. However, you are encouraged to find your own sources as well.

Essay topics - Choose ONE of the following:

1. The Australian Federal Government’s ‘Work Choices’ legislation, expected to come into effect in March 2006, represents the triumph of managerial control over the labour process. Discuss.

2. Examine the impact of globalisation on the organisation and experience of work in Australia.

3. Managerialism in Australia has transformed the public sector from Weber’s ideal type to a post-bureaucratic form. Discuss.

4. Does Catherine Hakim’s preference theory provide an adequate explanation of the persistence of gender inequality in the Australian workplace?
Lecture & Tutorial Guide

Week 1: The Sociology of Work: Pre, Peri & Post-industrialism
The first lecture provides a general overview of the sociology of work, introduces the Sociological Imagination Template, and highlights the key features of SOCA3210, which focuses on contemporary workplace trends.

Lecture references:

Tutorial preparation:
avigate No tutorials in Week 1.
Navigate Ensure you have enrolled in a tutorial via the online registration system.
Navigate In preparation for next week, get a copy of the textbook and complete the tutorial reading.

Week 2: The Long Shadow of the Industrial Revolution
The impact of the Industrial Revolution marked a significant turning-point in the organisation and experience of work – it cast a long shadow on the 20th century through the expansion of mass production and the rise of ‘scientific management’, namely in the forms of Taylorism and Fordism.


Lecture references

Tutorial reading and discussion questions: Chapter 1
1. How would you define work? What does work mean to you?
2. In what ways did the experience of work differ between pre-industrial and industrial societies?
3. What role has religion played in notions and attitudes about work?
4. In what ways is the ‘dominant conception of work’ under threat?

Tutorial activity:
Navigate Allocation of tutorial presentation times
Navigate Advice on giving effective presentations (see reading in the Tutorial Papers section of the Blackboard website on giving presentations)
Navigate Overview of Evidence Tables.

Week 3: Work and Alienation
Marx’s theory of alienation has had a significant influence on contemporary conceptions of paid work. This lecture provides an overview and critique of various approaches to the study of workplace alienation.

Lecture references
Quinlan, M. 1988, ‘Psychological and sociological approaches to the study of occupational illness: a critical review’, Australian and New Zealand Journal of Sociology, 24, 2, 189-206. [online]

Tutorial reading and discussion questions: Chapter 2
1. How common is workplace alienation? Have you experienced alienation at work?
2. What are the key features of Marx’s concept of alienation?
3. In what ways does Blauner’s conception of alienation differ from that of Marx?
4. What are the main criticisms of Marx’s and Blauner’s notions of alienation?

Tutorial activity:
- Journal search techniques to help with doing an Evidence Table

Week 4: Control over the Labour Process
This lecture explores the labour process debate. Control over labour has been a central theme in the sociology of work. The management approaches of Taylor and Mayo were concerned with increasing worker motivation and productivity. Braverman’s (1974) deskilling thesis offered a Marxist variant, suggesting that advanced capitalism centred on the deskilling of work which resulted in cheaper, lower skilled labour, but also a reduction in worker autonomy that ultimately dehumanised the experience of work.

Lecture references

Tutorial reading and discussion questions: Chapter 3
1. What are the key dimensions of Braverman’s labour process theory?
2. What are the strengths and weaknesses of Braverman’s deskilling thesis?
3. How adequately does Braverman’s theory account for gender differences?
4. What role does technology play in affecting the organisation and experience of work?

Tutorial activity:
- Tutorial Presentations Begin
Week 5: The Post-Industrial Society Thesis

Bell’s post-industrial thesis sparked a major debate that continues to this day over the dominant mode of work and social organization. This lecture critically examines Bell’s work and its impact.

Lecture references

Tutorial reading and discussion questions: Chapter 4
1. What are the key features of Bell’s post-industrial society thesis?
2. Do we live in a post-industrial society?
3. What evidence exists for upskilling being a dominant trend (compared to deskilling)?
4. How adequately does Bell’s thesis account for gender differences?

Week 6: Fordism: Rise and Fall?

Test Revision

Weber’s iron cage thesis predicted an inevitable bureaucratisation of the world. Ritzer updates this maxim and argues we are undergoing McDonaldization; where social life (particularly work) is increasingly subject to rules, regulations and standardisation. In contrast, some authors suggest that new forms of management are leading to the post-bureaucratic organisation.

Lecture references

Tutorial reading and discussion questions: Chapter 5
1. What are the key features of Fordism?
2. How does Fordism differ from what came before it?
3. What are the advantages and disadvantages of Fordism?
4. Is Fordism in crisis? Why do some commentators argue that Fordism is in decline? Do you agree?

Week 7: In-class Multiple-Choice Test

The test will be held during the lecture time. Please be sure to arrive on time.
There is no textbook tutorial reading this week.
Tutorials will focus on a discussion of the essay topics.
**Week 8: Neo-Fordism, McDonaldisation & Post-Fordism**

The emergence of a new era of capitalist production founded in work organisation strategies such as JIT, TQM, Best Practice and Re-engineering is argued by some commentators as resulting in increased productivity and increased worker autonomy. The lecture critiques such arguments by examining the Foucaultian literature which suggests a managerial panopticon has emerged through new modes of work organisation, which serves to enhance work intensification rather than work democratisation.

**Lecture references**


Fieldes, D. and Bramble, T. 1992, ‘Post-Fordism: historical break or utopian fantasy?’, *Journal of Industrial Relations*, December, 34, 4, 562-579. [online]


**Tutorial reading and discussion questions: Chapter 6**

1. What’s the difference between neo-Fordism and post-Fordism?
2. In what ways can McDonaldisation (or McDonaldism) be viewed as neo-Fordist and flexible specialization be viewed as post-Fordist?
3. What contribution does Castell’s ‘network enterprise thesis’ make to understanding the transformation of work?
4. What evidence exists to support neo-Fordist, post-Fordist and network approaches? Which do you find most persuasive?

**Mid-semester Recess: Friday 14 April - Friday 28 April**
Week 9: Unemployment and Underemployment

Paid employment has become such a central feature of life in industrial societies that the lack of it has multiple disadvantages. The lecture will consider the history of unemployment in Australia; theoretical explanations for the fluctuating rates; how it affects different social groups; the outcomes for those who are unemployed; the proposed ways of addressing the issue and the prospects for work in the 21st century.

Lecture references
Stilwell, G. 1996, ‘Unemployment: economic myths and positive alternatives’, Just Policy, August, pp. 35-42. [online]

Tutorial reading and discussion questions: Chapter 7
1. What are the social consequences of unemployment?
2. In what ways is unemployment socially distributed and experienced differently by some social groups?
3. What are the key features of Hakim’s preference theory? Do you find it persuasive?
4. What is under-employment and how significant a social problem is it?
5. What are the insights and limitations of Beck’s under-employment thesis?

Week 10: The Fragmentation of Work

This lecture examines the increasing fragmentation of work organisation, sometimes referred to as a de-standardisation trend. What are the social implications of non-standard work?

Lecture references

Tutorial reading and discussion questions: Chapter 8
1. What are the main types of non-standard work?
2. Why is non-standard work increasing?
3. What are the advantages and disadvantages of different types of non-standard work?

Tutorial activity:
Essay reminder: further clarification of essay topics
Week 11: Gendered Work: Paid, Domestic & Voluntary

The distribution of work in Australia and elsewhere has been gendered in terms of both paid and unpaid work. In this lecture we examine the sexual division of labour and social theories that attempt to explain the continuing gap between men and women.

Lecture references

Tutorial reading and discussion questions: Chapter 9
1. Is domestic work as alienating as factory work?
2. Has technology helped to reduce the time spent on domestic labour?
3. What is the significance of women’s unpaid and voluntary labour?
4. Why does the sexual division of labour persist in paid and domestic work?

Week 12: The Globalisation of Work

Globalisation has been heralded as representing a win/win situation for workers and management - allegedly resulting in increased profitability and increased prosperity. However, do all workers really benefit from the processes of globalisation?


Lecture references
Tutorial reading and discussion questions: Chapter 10

1. What are the key features of globalisation?
2. Why do some commentators consider globalisation a myth and not a new phenomenon?
3. How has globalisation changed over time?
4. What are the advantages and disadvantages of globalisation for the organization and experience of work?

Reminder - Essay due: Friday, 10am - May 26

Week 13: Transforming Work in the Early 21st Century

Test Revision

Paid employment has become such a central feature of life in industrial societies that the lack of it has multiple disadvantages. The lecture will consider the history of unemployment in Australia; theoretical explanations for the fluctuating rates; how it affects different social groups; the outcomes for those who are unemployed; the proposed ways of addressing the issue and the prospects for work in the 21st century.

Lecture references


Tutorial activity:

- No reading this week
- Test revision will be covered in tutorials

Week 14: In-class Multiple-Choice Test

- The test will be held during the lecture time. Please ensure you are on time.
- No tutorials are held in the final week.
## Appendix 1: Tutorial Presentation Feedback Guide

The following guide will be used for providing feedback on presentations

<table>
<thead>
<tr>
<th>Tutorial Presentation (5%)</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Introduction, logical flow, conclusion</td>
<td>0&lt;----------------------------&gt; 1 mark</td>
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<tr>
<td>2. Appropriate length</td>
<td></td>
<td></td>
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<tr>
<td><strong>Relevance of content</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1. Appropriate summary of material</td>
<td>0&lt;----------------------------&gt; 1 mark</td>
<td></td>
<td></td>
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<tr>
<td>2. Demonstrated clear understanding of article</td>
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<tr>
<td><strong>Interpretation &amp; analysis of article</strong></td>
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<tr>
<td>1. Sociological insights: concepts, theories, research</td>
<td>0&lt;----------------------------&gt; 1 mark</td>
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<tr>
<td>2. Alternative issues/conclusions/perspectives?</td>
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<tr>
<td><strong>Overall presentation</strong></td>
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</tr>
<tr>
<td>1. Clarity and coherence of oral presentation</td>
<td>0&lt;--------------------------1---------------&gt; 2 marks</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutorial Paper (15%)</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. Introduction, logical flow, conclusion</td>
<td>0&lt;----------------------------&gt; 1 mark</td>
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<tr>
<td>2. Appropriate length</td>
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<tr>
<td><strong>Relevance of content</strong></td>
<td></td>
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<tr>
<td>1. Appropriate summary of material</td>
<td>0&lt;--------------------------3----------------&gt; 5 marks</td>
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<tr>
<td>2. Demonstrated clear understanding of article</td>
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<tr>
<td><strong>Interpretation &amp; analysis of article</strong></td>
<td></td>
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<tr>
<td>1. Sociological insights: concepts, theories, research</td>
<td>0&lt;----------------------------&gt; 3 marks</td>
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<tr>
<td>2. Alternative issues/conclusions/perspectives?</td>
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<tr>
<td><strong>Overall presentation</strong></td>
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<tr>
<td>1. Clarity of writing and expression (spelling &amp; grammar)</td>
<td>0&lt;--------------------------1---------------&gt; 2 marks</td>
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<tr>
<td>2. Correct referencing</td>
<td></td>
<td></td>
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<tr>
<td><strong>Evidence table</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1. Relevance of material</td>
<td>0&lt;--------------------------2---------------&gt; 4 marks</td>
<td></td>
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<tr>
<td>2. Appropriate summary of material</td>
<td></td>
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<tr>
<td>3. Minimum of 3 refereed articles</td>
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</tbody>
</table>

**General comments**

**Total:**  Presentation:  \(/ 5\) + Paper:  \(/ 15\)  =  \(/ 20\)
## Evidence Table [Downloadable template available from the Blackboard website]

<table>
<thead>
<tr>
<th>Design and research questions</th>
<th>Findings</th>
<th>Argument, Key concepts, Theories</th>
<th>Strengths and Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the nature of the study, sample (or state if it's a literature review)</td>
<td>Summarise key findings</td>
<td>Describe how the findings were interpreted: key concepts, theories, author's argument</td>
<td>Note any study benefits and limitations, plus any criticisms you have</td>
</tr>
<tr>
<td>Qualitative interviews with 6 women (aged 23-39) undergoing counselling on why they ceased dieting</td>
<td>Found that women were able to stop dieting and reject the 'ideal body' through 'self-acceptance' and critical awareness of negative influence on body image of the media</td>
<td>Little theoretical analysis beyond suggesting methods for women to develop self-esteem and critical awareness of media influence</td>
<td>One of the few studies on how women may develop body satisfaction. Small study with select group of women. Ignores other potential factors that may influence body image</td>
</tr>
</tbody>
</table>
# Appendix 3: Essay Feedback Guide

The following guide will be used for providing feedback on essays.

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Unacceptable</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td>0&lt;------------------------1-------------------------&gt; 2 marks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>§ Introduction, logical flow, conclusion</td>
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<tr>
<td>§ Establishment and development of argument</td>
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<tr>
<td><strong>Terms defined</strong></td>
<td>0&lt;------------------------1-------------------------&gt; 2 marks</td>
<td></td>
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<tr>
<td>§ Definition of key terms</td>
<td></td>
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</tr>
<tr>
<td><strong>Relevance of content</strong></td>
<td>0&lt;-----------3----------5-----------8----------&gt; 10 marks</td>
<td></td>
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<tr>
<td>§ Understanding of essay topic</td>
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<tr>
<td>§ Use of sociological concepts/research/theories</td>
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<tr>
<td>§ Quality of supporting evidence</td>
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<tr>
<td>(Detail and appropriate academic sources used)</td>
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<tr>
<td><strong>Critical analysis and original thought</strong></td>
<td>0&lt;-----------3----------5-----------8----------&gt; 10 marks</td>
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<tr>
<td>§ Recognition of opposing points of view</td>
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<tr>
<td>§ Critical evaluation of evidence and theories</td>
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<tr>
<td>§ Original thought</td>
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<tr>
<td><strong>Overall presentation</strong></td>
<td>0&lt;------------------------2-------------------------&gt; 4 marks</td>
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<tr>
<td>§ Clarity of expression, spelling and grammar</td>
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<tr>
<td>§ Paragraph and sentence structure</td>
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</tr>
<tr>
<td><strong>Correct/ consistent in-text referencing</strong></td>
<td>0&lt;------------------------3-------------------------&gt; 5 marks</td>
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<tr>
<td>§ Appropriate use of Harvard or APA system</td>
<td></td>
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<tr>
<td><strong>Correct and consistent reference list</strong></td>
<td>0&lt;------------------------3-------------------------&gt; 5 marks</td>
<td></td>
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</tr>
<tr>
<td>§ All in-text references appear in reference list</td>
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<tr>
<td>§ Minimum of 10 academic sources of which 4 must be refereed journal articles</td>
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<tr>
<td><strong>Appropriate length</strong></td>
<td>0&lt;------------------------1-------------------------&gt; 2 marks</td>
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<tr>
<td>§ Within 10% of the word limit</td>
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</tr>
</tbody>
</table>

## General comments

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<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic, Reading &amp; Assessment at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>February 20</td>
<td>The Sociology of Work: Pre, Peri and Post-industrialism&lt;br&gt;Enrol in a tutorial ASAP - No tutorials in Week 1</td>
</tr>
<tr>
<td>2</td>
<td>February 27</td>
<td>The Shadow of the Industrial Revolution - <strong>Chapter 1</strong>&lt;br&gt;Tutorials begin - Establish presentation schedule in tutorials</td>
</tr>
<tr>
<td>3</td>
<td>March 6</td>
<td>Work and Alienation - <strong>Chapter 2</strong></td>
</tr>
<tr>
<td>4</td>
<td>March 13</td>
<td>Control over the Labour Process - <strong>Chapter 3</strong>&lt;br&gt;Tutorial presentations begin</td>
</tr>
<tr>
<td>5</td>
<td>March 20</td>
<td>The Post-Industrial Society Thesis - <strong>Chapter 4</strong></td>
</tr>
<tr>
<td>6</td>
<td>March 27</td>
<td>Fordism: Rise and Fall? - <strong>Chapter 5</strong>&lt;br&gt;Test revision</td>
</tr>
<tr>
<td>7</td>
<td>April 3</td>
<td><strong>In-class Multiple-Choice Test held during lecture time</strong>&lt;br&gt;Essay topics will be discussed in tutorials</td>
</tr>
<tr>
<td>8</td>
<td>April 10</td>
<td>Neo-Fordism, McDonaldisation and Post-Fordism - <strong>Chapter 6</strong>&lt;br&gt;Note: Good Friday Holiday</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mid-Semester Recess: Friday 14 April - Friday 28 April</strong></td>
</tr>
<tr>
<td>9</td>
<td>May 1</td>
<td>Unemployment and Underemployment - <strong>Chapter 7</strong></td>
</tr>
<tr>
<td>10</td>
<td>May 8</td>
<td>The Fragmentation of Work - <strong>Chapter 8</strong></td>
</tr>
<tr>
<td>11</td>
<td>May 15</td>
<td>Gendered Work: Paid, Domestic &amp; Voluntary - <strong>Chapter 9</strong></td>
</tr>
<tr>
<td>12</td>
<td>May 22</td>
<td>The Globalisation of Work - <strong>Chapter 10</strong>&lt;br&gt;Essay due: Friday, 10am - May 26</td>
</tr>
<tr>
<td>13</td>
<td>May 29</td>
<td>Transforming Work in the Early 21st Century&lt;br&gt;Test revision</td>
</tr>
<tr>
<td>14</td>
<td>June 5</td>
<td>In-class Multiple-Choice Test held during lecture time&lt;br&gt;No tutorials this week</td>
</tr>
</tbody>
</table>

**Queen’s Birthday Public Holiday: Monday 12 June**

**Examination period: Tuesday 13 June - Friday 30 June**