1. **Title of the module**

SOCI8860 (SO886) Worlds of Work

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1) or Spring term (term 2)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MA in Sociology,

MA in Methods of Social Research

MA in International Social Policy

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Identify the debates and theoretical problems when looking at work over historical time, including the meanings attached to the process of industrial change.

8.2 Identify the debates and theoretical problems when looking at work across individuals’ life courses, including group differences in access to and returns from paid work and participation in and responsibility for unpaid work.

8.3 Discuss the role of the state in shaping work, both the labour market as well as for individuals.

8.4 Identify the range of ways in which work is experienced by individuals and social groups and how in turn they make sense of work in their lives.

8.5 Discuss the ways in which work is simultaneously global, local and idiosyncratic.

8.6 Debate a range of inter-disciplinary research evidence used to explicate the theoretical concepts, including noting the strengths and weaknesses of different methodological approaches as well as proposing areas for future research that add to the body of knowledge.

8.7 Discuss the limitations of present sociological understandings of work and identify matters requiring further research.

8.8 Present findings to academic and non-academic audiences.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Communicate research results to academic and general audiences in both written and oral media.

9.2 Manage their time, prioritise workloads and manage stress as well as taking responsibility for their learning and professional development.

9.3 Undertake desk-based research, access and evaluate ICT and library based resources appropriate for postgraduate study; make critical judgments about their merits and use the available evidence to construct a developed argument to be presented orally or in writing.

1. **A synopsis of the curriculum**

This module examines the way work shapes society and in turn how society shapes work. Drawing on the fields of sociology, cultural sociology, social policy as well as other disciplines this module explores work in a variety of competing and complementing ways and in doing so offers students a chance to appreciate different themes, issues, methodologies and approaches. These include work identity and meaning; age, generation and class; visual methods and approaches; the cultures of work; work/life balance and the end of work.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bradley, H. and van Hoof, J. 2005 *Young People in Europe Labour Markets and*

*Citizenship*, Bristol: The Policy Press.

Cooke, L. P. (Forthcoming). *Gender-Class Equality in the Political Economy*. New York: Routledge.

Furlong, A. and Cartmel, F. 2007 *Young People and Social Change*, chapter 3, Maidenhead: Open University Press.

Glucksmann, M./ Cavendish, R. (2009[1982]) *Women on the Line*. London: Routledge.

Harper, Douglas (1987) *Working Knowledge*, Chicago and London: University of Chicago Press.

Loretto, W., Vickerstaff S. and White P. (editors) *The future for older workers: New perspectives*, Bristol: The Policy Press.

Pettinger, L. J. Parry, R.F. Taylor and M. Glucksmann (eds) *A New Sociology of Work?* Oxford and Malden, MA.: Blackwell Publishing/The Sociological Review.

Sennett, Richard (2008) *The Craftsman*, London: Penguin.

Sennett, R. (1998) *The Corrosion of Character*, New York, Norton.

Strangleman, T and Warren, T. (2008) *Work and Society: Sociological Themes, Methods and Approaches,* Oxon: Routledge.

Treas, Judith and Sonja Drobnič. 2010. *Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective*. Stanford, CA: Stanford University Press Series on Social Inequality.

Wolkowitz, C. (2006) *Bodies at Work*. London: Sage.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 180

Total study hours: 200

1. **Assessment methods**
   1. Main assessment methods

Coursework - essay 1 (2000 words) - 40%

Coursework – essay 2 (2000 words) - 40%

Seminar Contribution - 20%

13.2 Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 -2000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Essay 2 – 2000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar contribution | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The discussion and application of the module topics are undertaken in an international context and emphasise international comparative study. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  | January 2011 |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018