

Course: **SOC324 Work and Occupation**
Semester: Fall, 2008
No. of credit: 3
Mode of tuition: Lecture-tutorial OR Academic Service-Learning
Class contact hours: 3 hours per week
Category in Major Prog: Stream elective (CSIP, CEPP)
Discipline: Sociology
Instructor: Professor William K. M. LEE
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Course Descriptions and Objectives

Most people are engaged in work throughout or part of their adult lives. Work accounts for a greater part of their days. Fresh graduates, in particular, concern the most about the roles as future workers. Given the tremendous importance of work in one's life, understanding of work world in advance is both intellectually satisfying and pragmatic. This course will help student explore some of the issue surrounding the nature of work, and hopefully provides some answers to social and personal concern as well as understanding to what work in a modern society entails.

The intellectual backbone of this course will examine the process through which work becomes more and more specialized; transformation of specialization into stratification and inequality; and the organization of work in modern workplaces and societies. Within this framework, this course will examine such topics as work ethics, professionalism, work and family, work and gender, and work and the elderly, and the impact of technology on work. Throughout these discussions, the course will inject work in Hong Kong context to enhance students' understanding of the local and global situation.

Learning Outcomes

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

1. differentiate the major concepts of work, occupation and job
2. outline the changes in the nature of work across time
3. apply theoretical arguments and methodological techniques to discuss the real work example in local and cross-cultural issues
4. interpret and identify the connection of work and other social institutions, and the mutual influences in between
5. recognize and sense the future of work in the context of global economy and technological advancement
6. equip themselves with better understanding of the real work world and improved communication, reading and writing skills

Measurement of Learning Outcomes

Students can enroll in either tutorials OR service-learning (SL) programs. In tutorial, this course requires students to examine academic articles and present topics related to the assigned articles. Students are expected to read extensively based on the assigned articles as a backbone. Various ideas, concepts and processes of work in social context are also addressed in the mid-term assessment. Students are also expected to integrate the various theoretical frameworks on work with the social organization settings and current issues in Hong Kong in their final papers.

Students who choose SL option must undertake fieldwork coordinated by Office of Service-Learning (OSL) and other non-governmental organizations (NGOs). SL component of this course is directly linked to the objectives of the course. Students are expected to apply the knowledge acquired from the course and weave their academic inquiry into practice through such social exposure, and ultimately, to integrate their knowledge on work and occupation with their experiences of service learning in their reflective essays and presentations. Students' subject knowledge will be assessed by continuous assessment (including mid-term assessment) and final examination. For details of the assigned SL programs, please visit OSL website <http://www.ln.edu.hk/osl/>.

Teaching and Learning Method

The interactive and learner-centered teaching and learning method combines both individual and work group components. Major concepts and issues will be discussed in the lectures. For tutorial approach, presentations, in-class activities, and in-depth discussions will be utilized for further consideration and exploration of related issues. For service-learning approach, students will design a community service project, which emphasizes social exposure with guidance in community service and integration of experiential learning with academic content, for the service targets. Learning will be enhanced by team work, self-reflection, discussions, seminars, and regular meetings with course instructor and SL coordinator.

Course Content

- I. Introduction
 - a. What is “Work”, “Occupation” and “Job”?
- II. The Evolution of Work
 - a. Changes in the World of Work
 - b. Occupational Trends
- III. Studying the Work World
 - a. Some Contemporary Theoretical Considerations
 - i. Human Capital Theory
 - ii. Segmented Labor Market Theory
 - iii. Horizontal / Vertical Segregation Theory
 - b. Some Methodological Considerations

- IV Social Content of Work
 - a. Work and Family
 - b. Barriers and Disruptions at Work

- V. Industries and Technologies
 - a. Technology and Organization
 - b. Technology and the Workplace
 - c. The Service Industry

- VI The Social Organization of Work
 - a. Professionals
 - b. Managers and Executives
 - c. Clerical Workers
 - d. Marginal Workers

- VII. Work in the 21st Century
 - a. Work World of Large Corporation
 - b. Work in the Global Economy
 - c. Work in the "New Economy"

Assessment

Final Examination: 40%

Continuous Assessment 60%

<i>Tutorial approach</i>		<i>Service-learning approach</i>	
ONE mid-term test	15%	ONE mid-term test	15%
Presentation	15%	Attendance*	5%
Term paper	20%	Work attitude*	5%
Class participation	10%	Individual commitment*	5%
		Proposal	5%
		Reflective essay	15%
		Presentation	10%

** to be assessed by OSL or NGOs*

**** All assignments and paperwork should be submitted to General Office (S0321), 3/F, Dorothy Y. L. Wong Building.**

**** Note that the University imposes severe penalties for academic dishonesty, especially plagiarism.**

Tutorial

The tutorials build upon the students' active preparation and participation, and give opportunities for in-depth discussion of selected topics. Students are expected to take the lead in in-class discussion, and stimulate the discussion with personal critical-analytical ideas and examples of key issues, concepts, and/or findings addressed in the readings. Students should come prepared with questions to steer the discussion and try to answer other fellows' questions. To prepare for tutorial (presentation and discussion), it is recommended that students first read and study the readings, highlight the more important or interesting points, think about and write down some of the main issues that author raises and a few questions relevant to the issues, and bring them to tutorial.

Students may present as a group (2 to 3 persons) or individually. In the case of group presentation, both will receive the same grade. It is expected that the presentation would not only include the summary of the assigned reading, but also entail extended literature, theoretical underpinnings, facts, figures and real-life examples. For each tutorial class, 30 minutes will be given to the presentation, while the rest (around 20 minutes) will be for comments and discussions.

Presenters should hand in a typed summary (3 to 4 pages, in essay form) of their presentation with no less than four references via email, at least three working days before the scheduled date of presentation.

Presentations will start on the week of the **24th September, 2008**.

Individual Term Paper

Students are to hand in an individual term paper based on the presentation. Here are some guidelines for the paper format:

- Indicate course code, course name, your name, student ID and topic at the cover page
- 2,500 - 3,000 words (not including cover page, bibliography/reference list and appendix)
- 1.5 line spacing
- Microsoft Word default format
- Margin: 3.17cm for the left and right margin, and 2.54cm for the top and bottom margin
- Quote at least four references in the paper, two of which must be from academic sources (e.g. journal articles, books, conference papers)
- Bibliography
- APA as the reference style

The paper will be due on the same day of the last lecture (**3rd December, 2008**, by 5pm). Please be reminded that a sub-grade will be deducted on daily basis if students fail to submit the paper on time.

Service-Learning

There will be a tutorial section assigned for SL students. Students who are interested in SL programs should enroll in the following section during the add/drop period:

Section: 6 (Fri 3:30-4:29pm)

CRN: 908

Students are required to (1) complete at least 30 hours of community services, (2) attend the training workshops offered and coordinated by Office of Service-Learning (OSL), and (3) attend two consultation meetings with OSL and the course instructor. The first workshop, namely *Service-learning Orientation and Training Workshop*, will be scheduled at 2:30-5:30pm on **13th September, 2008 (Sat)**. The second workshop, *Reflective Meeting*, in which course instructors will be invited to introduce the map of reflective process, will be arranged in the evening at 6:30-8:30pm on **5th November, 2008 (Wed)**. The first and the second *consultation meetings* are scheduled at 3:30-4:29pm on both **17th October (Fri)** and **21st November 2008 (Fri)**.

Each SL group should hand in a group proposal (2 to 4 pages) on or before **24th October, 2008**. In the proposal, students should state their own expectations and objectives on their SL project with sensitivity on the learning outcomes of this course, explain how their expectations will be fulfilled, describe the service client(s), and an activity plan or work schedule to achieve the expectations/objectives. In the second meeting, an outline of the individual reflective essay should be submitted, in which students should cover the main points of their own essays and show how the course materials can be applied to explain their personal experiences and issues found in the SL projects.

Students are also required to submit a reflective essay upon the completion of the service-learning project. The essay serves as an important intellectual exercise for students to (1) review in detail what they have learned, observed, felt and experienced in the project; (2) identify the underlying social issues they have encountered at the service site; (3) evaluate the achievement of the objectives, expectations and plan according to the proposal, and (4) analyze and draw conclusion on the significance of the experience regarding the academic context. The essay will be due on **19th December, 2008 (Fri), by 5pm**. The format of the reflective essay will be subject to the same requirements as for the term paper.

The service-learning report-back seminar is scheduled on **22nd December, 2008**. Students should give either an oral or a poster presentation (max 15 minutes). The presentation serves as a way for the students to share their service-learning experiences with peers, course instructors, and professionals from different fields, and report their work done, observations, findings, feelings and reflection. Acknowledgement must be included at the end of the presentation.

Fieldwork performance (attendance, work attitude and individual commitment) will be graded by the NGOs or OSL.

Mid-term Test

All students must attend the in-class mid-term test. The test will be scheduled on **22nd October, 2008**. It will last for an hour and will consist of 20 multiple-choice questions. Test questions will come predominately from materials presented in lecture and tutorial up to the week before the test. The remainder will come from readings.

Final Examination

The Final examination will be scheduled in December examination period. The date of final exam will be announced by Registry later in November, 2008. Attendance at this exam is compulsory to all students, so be careful not to make commitments before the final announcement is made. The final exam will consist of short and long questions. All exam questions will involve all the materials presented in lecture, readings, topics discussed in tutorials and service-learning experience.

Attendance

Attendance to all scheduled sessions is mandatory. In case of absence due to illness, a medical certificate from a registered medical doctor is required. In such case, please inform the instructor via email or telephone call as early as possible. Absences must be discussed with instructor, prior to the absence, in order to make up the work. All make up assignments, if applicable, must be approved by the instructor. **Repeated absences may lead to a drop of ONE full letter grade and/or automatic exclusion.**

Readings

Essential (textbook for the course)

Randy Hodson, and Teresa Sullivan. (2008). *The Social Organization of Work*. Belmont, CA: Wadsworth Publishing Company.

Supplementary

Tim Strangleman, and Tracey Warren. (2008). *Work and Society: Sociological Approaches, Themes and Methods*. New York, NY: Routledge.

A number of assigned readings for tutorials are also available in the library.

Topic of Presentation

Students **MUST** sign up for one of the following topic for presentation. These articles are put on short-term loan in the library. **All students** are expected to do the readings. A team of 2 to 3 students to present each topic is allowed. In such cases, all presenters in a group will receive the same grade.

You are reminded that presenters must submit to the instructor a typed summary (3 to 4 pages, doubled space *not in point form*) with at least 4 references of their presentation during tutorial prior to presentation.

Schedule for Tutorials

Topic 1: Chinese at Work

Edward Yui-tim Wong (2001). *The Chinese at Work: collective or individualism*. Institute of Business Studies. Hong Kong: Lingnan University. (Working Paper)

Sharon Foley, Ngo Hang-yue, and Raymond Loi. (2006). How do Cultural Types Affect Work-Related Attitudes? The Mediating Role of Perceived Organisational Support. *International Journal of Employment Studies*, 14(2), 37-62.

Topic 2: The Work Ethics in Hong Kong.

David A. Levin, and Sze Yeung (1996). The Hong Kong Work Ethic. In Ian Nish, Gordan Redding and Sek-hong Ng (Eds.), *Work and Society: Labour and Human Resources in East Asia* (pp.135-154). Hong Kong: Hong Kong University Press.

Brian Womack. (2004, April 23). Asian work ethic is impressive. *Dayton Business Journal*. Available at: <http://www.bizjournals.com/dayton/stories/2004/04/26/editorial2.html>.

Yu Nan. (2007, June 18). Hong Kong trustees, higher sense of responsibility. *China Daily*. Available at: http://www.chinadaily.com.cn/china/2007-06/18/content_896985.htm.

Topic 3: Stress and Work

Siu O L. (1996). Stress at work, coping and workers' health of an acquired firm in Hong Kong. Lingnan University. (Working Paper)

Ngo Hang-yue, Sharon Foley, and Raymond Loi. (2005). Work role stressors and turnover intentions: a study of professional clergy in Hong Kong. *International Journal of Human Resource Management*, 16(11), 2133-2146.

Topic 4: Foreign Workers in Chinese Societies

Jan Selmer. (1999). Adjustment to Hong Kong: US vs European Expatriates. *Human Resources Management Journal*, 9(3), 83-93.

Jan Selmer. (2000). Adjustment of Western business expatriates in Hong Kong versus the Chinese mainland. *Asia Pacific Journal of Management*, 17, 519-538.

Jan Selmer. (2006). Adjustment of business expatriates in Greater China: a strategic perspective. *International Journal of Human Resource Management*, 17, 1994-2008.

Topic 5: Gender and Work in Family

Dora Luk. (2002). *Work and Family domain stressors, structure and support: direct and indirect influences on work-family conflict*. Hong Kong: Business Research Centre, School of Business, Baptist University.

William KM Lee. (2002). Gender Ideology and Domestic Division of Labour in Middle-Class Chinese Families in Hong Kong. *Gender, Place and Culture*, 9(3), 245-260.

Topic 6: Gender and Work in Hong Kong

Robert Westwood. (1997). The Politics of Opportunity: Gender and Work in Hong Kong. In Fanny Cheung (Ed.), *EnGendering Hong Kong Society: A Gender Perspective of Women's Status* (pp.101-157). Hong Kong: The Chinese University Press.

Yuk-King Lau, Joyce L. C. Ma, and Ying-Keung Chan. (2006). Labour Force Participation of Married Women in Hong Kong: A Feminist Perspective. *Journal of Comparative Family Studies*, 37(1), 93-112.

Topic 7: Planning for Retirement in Hong Kong

William KM Lee, and Kenneth Law. (2004). Retirement Planning and Retirement Satisfaction: The Need for a National Retirement Program and Policy in Hong Kong. *Journal of Applied Gerontology*, 23(3), 212-233.

Petula Sik Ying Ho. (2007). "Money in the Private Chamber": Strategies for Retirement Planning Among Hong Kong Chinese Women. *Affilia*, 22(1),

Topic 8: Culture and Work Control

Julian M. Groves, and Kimberly Chang. (1994). Culture and Control: The making of the Filipina Maid Community in Hong Kong. Hong Kong: Hong Kong University of Science and Technology (HKUST). (Working Paper)

Kimberly A. Chang, and Julian M. Groves. (2000). Neither "Saints" Nor "Prostitutes": Sexual Discourse in the Filipina Domestic Worker Community in Hong Kong. *Women's Studies International Forum*, 23(1), 73-87.

Topic 9: Immigration and Work

William KM Lee. (2004). Ethnic and Gender Relations in Hong Kong: Recent Mainland Chinese Immigrant Women in Paid and Unpaid Work. *Asian and Pacific Migration Journal*, 13 (2), 233-253.

Chau-kiu Cheung, Raymond Man-hung Ngan, and Wing-tai Chan. (2007). Employment Services that Help new Arrivals at Hong Kong from Mainland China. *International Journal of Employment Studies*, 15(1), 89-118.

Schedule of Presentation

Topic	Tutorial Section		
	Mon 9:30-10:29am (SO111)	Tue 2:30-3:29pm (SO109)	Fri 10:30-11:29am (SO105) Fri 2:30-3:29pm (SO107)
1	22 Sept	23 Sept	26 Sept
2	29 Sept	30 Sept	3 Oct
3	6 Oct	14 Oct	10 Oct
4	13 Oct	28 Oct	17 Oct
5	20 Oct	4 Nov	24 Oct
6	27 Oct	11 Nov	31 Oct
7	3 Nov	18 Nov	7 Nov
8	10 Nov	25 Nov	14 Nov
9	17 Nov	2 Dec	21 Nov