Geo3054
Gender Divisions at Work

Course Handbook
2006-07

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Tuesday 2 - 4
Thursday 3 - 5

Newcastle University - School of Geography, Politics and Sociology
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PLEASE ALSO NOTE THAT THIS MODULE IS FULLY SUPPORTED ON BLACKBOARD BY A HOST OF MEDIA ARCHIVE AND WEB-LINKED ARTICLES
### A. Module Details

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Gender Divisions at Work</th>
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<tbody>
<tr>
<td><strong>Module Code</strong></td>
<td>Geo 3054</td>
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<tr>
<td><strong>Semester</strong></td>
<td>1</td>
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<tr>
<td><strong>Credit Value</strong></td>
<td>10</td>
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<tr>
<td><strong>ECTS Value</strong></td>
<td>5</td>
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<td><strong>Level</strong></td>
<td>3</td>
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| Module Leader       | Dr Helen Jarvis          |
| Other Staff         | TA                       |
| **Pre-requisites**  | Geo 236/ 238 or equivalent modules |
| **Co-requisites**   | -                        |
| **Post-requisites** | -                        |

| Availability        | All stage 3 students with the necessary pre-requisites |

| Module Aims         | This course looks at the construction of masculine and feminine identities 'performed' in the course of: paid employment, unpaid labour, and informal social and economic activities - all forms of work. It introduces students to: |
|                    | - ways of identifying and explaining interacting patterns and processes of social and spatial differentiation associated with changing gender relations |
|                    | - engagement with the theoretical, empirical and policy-related implications of social inequalities and spatial divisions. |

| Module Content      | Introducing geographies of gender, work, division and inequality |
|                    | I FEMINIST THEORY AND THE GEOGRAPHY OF GENDER |
|                    | - Theorising social inequalities and spatial divisions |
|                    | - Alternative theories of gender and work |
|                    | - Constructions of masculinity, femininity and the performance of gender at work |
|                    | II COMPARATIVE GENDER IDEOLOGIES AND WELFARE REGIMES |
|                    | - Geographies of gender division and cultures of work |
|                    | - Geographies of state-market-family arrangements |
|                    | - Neoliberalism, international migration and the changing nature of work |
|                    | III GLOBAL CHAINS OF EXPLOITATION: GENDER DIVISIONS AT WORK |
|                    | - Time squeeze and care deficit (case studies) |
|                    | - The new servant economy (case studies) |
|                    | - Work-life balance (case studies) |
|                    | - Policy implications and review |

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<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Intended Knowledge Outcomes</th>
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<tr>
<td></td>
<td>By the end of the course, students will be able to identify and explain the interacting patterns and processes of social and spatial differentiation associated with changing gender relations in Britain, the United States (as well as advanced economies more generally) - in relation to global chains of exploitation. They will know of theoretical, empirical and policy-related implications of social inequalities and spatial divisions.</td>
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| Intended Skills Outcomes | - Ability to critically examine current debates in social and economic geography |
|                         | - Ability to identify and explain patterns and processes of social inequality and spatial division with reference to particular theory and evidence of gendered practices |
|                         | - Recognition of wide-ranging and interdependent relations of paid work and domestic reproduction. |
|                         | - Ability to develop reasoned arguments surrounding the construction of gender identities, divisions and inequalities |

<table>
<thead>
<tr>
<th>Development of Key Skills</th>
<th>I = Introduced / Taught  P = Practiced  A = Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>A Problem Solving</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>P Initiative</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>P Adaptability</td>
</tr>
<tr>
<td>Teamwork</td>
<td>P</td>
</tr>
<tr>
<td>Planning and Organisation</td>
<td>P</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
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<tr>
<td>Computer Literacy</td>
<td>P</td>
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**Teaching and Learning Methods**

<table>
<thead>
<tr>
<th>Number / Student Hours</th>
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<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Seminars</td>
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<tr>
<td>Tutorials</td>
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<td>Practicals</td>
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<tr>
<td>Fieldwork</td>
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<tr>
<td>Private study</td>
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<tr>
<td>Other</td>
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**Rationale and Relationship to Learning Outcomes**

Lectures introduce, develop and illustrate theories and case studies of

Seminars provide opportunities for student-led critical analysis, debate and oral presentation of reasoned argument and case study evidence concerning

**Key Texts:**

- NOTE, THE FULL READING LIST IS ON-LINE VIA THE ROBINSON LIBRARY
- NB: essential and further reading provided for each individual lecture


**Journals:**

Students will need to refer to journal articles. Relevant journals include ‘standard’ ones in Geography: Annals of the Association of American Geographers; Antipode; Environment and Planning D: Society and Space and Transactions IBG etc. In addition use should be made of the specialist gender journals such as Gender, Place and Culture, Women’s Studies International Forum. Journals from Sociology are also particularly useful: Work, Employment and Society; Gender, Work and Organisation etc.

**Timetable**

- One lecture per week for 10 weeks with a reading week mid-way (week 7).
- One seminar per week in weeks 3, 4, 5, 8 and 9.
### Method (s) and timing of Assessment

<table>
<thead>
<tr>
<th>Exams</th>
<th>Other assessed work</th>
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<tbody>
<tr>
<td>Name of formal university exams</td>
<td>Format and number of other assessments e.g. Oral, Aural, Essay, Report, Practical etc.</td>
</tr>
<tr>
<td>Length of each paper (minutes)</td>
<td>Two pieces of written coursework.</td>
</tr>
<tr>
<td>When set (end of which semester)</td>
<td>Annotated bibliography and course essay set and completed in semester 2.</td>
</tr>
<tr>
<td>% of module assessment from formal exams</td>
<td>25% Annotated bibliography + 75% Essay.</td>
</tr>
<tr>
<td>Other information, e.g. format of resit if different from above</td>
<td>Other relevant information</td>
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### Rationale and relationship to learning outcomes

Two pieces of assessed work 100% - This comprises a 500 word extended bibliography and a 2500 word essay, fully referenced, based on extensive reading and appropriate use of existing secondary data, selected from a choice of topic titles provided by the module leader. The essay is structured in two parts whereby students need to demonstrate both theoretical understanding of the course literature and the ability to work through related case studies.

Marks are awarded for:
- Evidence of understanding of extensive and critical reading
- Knowledge of opposing theories and supporting empirical observation
- Appropriate use of existing secondary data to support key arguments
- Coherent argumentation
- Clarity of expression

### For Administrative Purposes (this section should be completed by the relevant Faculty Assistant Registrar in consultation with the module leader)

<table>
<thead>
<tr>
<th>FTE Proportional Split (%)</th>
<th>Signed by (Heads of Department)</th>
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<tbody>
<tr>
<td>HESA Subject Code</td>
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<tr>
<td>Academic Subject Category</td>
<td></td>
</tr>
<tr>
<td>Immunisation/Allergy Screening (to be completed only for modules taken by non-clinical students)</td>
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<tr>
<td>Immunisation</td>
<td>Should be Offered (Yes/No)</td>
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<tr>
<td>Hepatitis A</td>
<td></td>
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<tr>
<td>Hepatitis B</td>
<td></td>
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<tr>
<td>Tetanus</td>
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<tr>
<td>Animal allergy screening</td>
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*Module last amended: August 2006*
B. Course Timetable

There will be one lecture per week and one seminar per week in selected weeks. Lectures are held in Daysh 2.3 and Seminars (conducted in two groups) are held in Daysh 4.13

Semester 1

Part One: Feminist Theory and the Geography of Gender

Week 1: Lecture 1  Theorising Social Inequalities and Spatial Divisions  Monday Oct 2, 11-12 noon, Daysh 2.3

Week 2: Lecture 2  Competing Theories of Gender and Work  Monday Oct 9, 11-12 noon, Daysh 2.3

Week 3: Lecture 3  Constructions of Masculinity, Femininity and Performance  Monday Oct 16, 11-12 noon, Daysh 2.3

Seminar 1 Video Workshop: Hard Hat Women + Kinky Boots

Group A – Thursday Oct 19, 9-10 am, Daysh 4.13
Group B – Thursday Oct 19, 10-11 am, Daysh 4.13

Part Two: Comparative Gender Ideologies and Welfare Regimes

Week 4: Lecture 4  Geographies of Gender Division and Cultures of Work  Monday Oct 23, 11 – 12 noon, Daysh 2.3

Seminar 2 Video Debate: ‘Don’t Get me Started’ (Michael Buerk)

Group A – Thursday Oct 26, 9-10 am, Daysh 4.13
Group B – Thursday Oct 26, 10-11 am, Daysh 4.13

Week 5: Lecture 5  Geographies of State-Market-Family Arrangement  Monday October 30, 11 – 12 noon, Daysh 2.3

Seminar 3 Video Workshop: India Calling

Group A – Thursday Nov 2, 9-10 am, Daysh 4.13
Group B – Thursday Nov 2, 10-11 am, Daysh 4.13

Week 6: Lecture 6  Neoliberalism, International Migration and the Changing Nature of Work  Monday Nov 6, 11 – 12 noon, Daysh 2.3
No seminar this week

Deadline for Assessment 1 (Annotated Bibliography): 12 noon Friday November 10th

Week 7: READING WEEK (No lecture or seminar; start work on essay)

Part Three Global Chains of Exploitation: Gender Divisions at Work

Week 8: Lecture 7  Time-Squeeze and Care-Deficit (case studies)  Monday Nov 20, 11 – 12 noon, Daysh 2.3

Seminar 4 Time-Squeeze (incl. Panorama on Working Mothers)

Group A – Thursday Nov 23, 9-10 am, Daysh 4.13
Group B – Thursday Nov 23, 10-11 am, Daysh 4.13

Week 9: Lecture 8  The New Servant Economy (case studies)  Monday Nov 27, 11-12 noon, Daysh 2.3

Seminar 5 The future of work? - Student ‘visions’

Group A – Thursday Nov 30, 9-10 am, Daysh 4.13
Group B – Thursday Nov 30, 10-11 am, Daysh 4.13

Week 10: Lecture 9  Work-Life Balance (case studies)  Monday Dec 4, 11-12 noon, Daysh 2.3

Week 11: Lecture 10  Policy Implications and Review  Monday Dec 11, 11 – 12 noon, Daysh 2.3

Deadline for Assessment 2 (Extended Essay): 12 noon Friday January 12th
C. Lecture Outlines

Part One: Feminist Theory and the Geography of Gender
1. Theorising social inequalities and spatial divisions
This lecture sets out the aims of the course and introduces students to a new vocabulary of concepts. The history of feminism as a political movement and body of theory provides background to the study of feminist geography and the geography of gender.

2. Alternative theories of gender and work
Students are introduced to the main theories explaining horizontal and vertical labour market segregation and unequal pay. Competing theories are organised around considerations of supply and demand, where the focus of attention has shifted over time from Marxist-inspired analysis to questions about workplace cultures, the embodiment of labour power and sexuality at work.

3. Constructions of masculinity, femininity and the performance of gender at work
Work provides not only the means of subsistence but also status and identity. This lecture explores the social and cultural construction of gender roles and identities. It connects bodily performance in the workplace to the enormous changes taking place in technology and organisation.

Part Two: Comparative Gender Ideologies and Welfare Regimes
4. Geographies of gender division and cultures of work
There is evidence that the cultures of many organisations are masculine and that women often experience them as excluding and threatening. Equally, men who seek work in areas which have traditionally been defined as women’s work (such as nursing or child-care) frequently have their sexuality questioned or face accusations of deviance. This lecture explores the creation and transgression of gender boundaries and identities.

5. Geographies of state-market-family arrangements
This lecture considers the role of comparative ‘welfare regimes’ and ‘gender contracts’ in explaining spatially differentiated gender divisions. Comparisons are drawn, for instance, between US neo-liberalism and Swedish social democracy. Competing explanations for cross-national difference are also explored in relation to the cultural construction of ‘traditional’ versus more ‘egalitarian’ gendered norms of working and parenting.

6. Neoliberalism, international migration and the changing nature of work
As Nancy Folbre (2000) points out, as ‘little welfare states’ households increasingly take responsibility for a host of services (education, health, pension security and the like) which might once have been considered the responsibility of the state or firm. The cost of privately undertaking welfare services disproportionately falls to women and is increasingly offloaded onto migrant women of colour according to a transnational ‘care chain’ which exploits gepolitically uneven relations of gender, race and class.

Part Three: Global Chains of Exploitation: Gender Divisions at Work
7. Time-squeeze and care-deficit (case studies)
Building on the previous theme this lecture turns to look in more detail at the trend of long working hours in Britain and the US. Particular consideration is given to the problems of ‘time-squeeze’ for the growing number of two-earner/dual career households. Some commentators identify a growing ‘care deficit’ and blame this on women’s increased labour force participation. Others point to evidence of ‘intensive parenting’ (chaperoning children to an ever expanding
number of activities). This lecture explores this debate through evidence of changing time use and cultures of care.

8. The new servant economy (case studies)
According to Rosie Cox (2005) there are now more servants in Britain than in Victorian times. This explosion in paid domestic employment is part of a global trend. In part the burgeoning of a new servant economy stems from exploitative relations of gender, race and class (related to the rise of neoliberalism discussed in L6). Similarly, this trend emerges from a ‘time squeeze’ (discussed in L7) whereby affluent working families out-source tasks of social reproduction (once the preserve of unpaid ‘housewives’) to low-wage service (servant) sector workers.

9. Work-life balance (case studies)
The great obsession today is with the need for hard-pressed workers to meet the competing demands of home, work and family life. Frequent reference is made in the media to efforts of ‘juggling’ and ‘balancing’. Some view work-life balance as an extension of the ‘speeding up’ and intensification of daily life. Others believe we are a lot of ‘willing workers’ for whom activities of work and non-work are increasingly blended (emailing from home, speaking with colleagues on the train to work, making child-care arrangements from the office). Many varied aspects of the work-life balance debate are considered in this lecture, drawing on case studies by way of illustration.

10. Policy implications and review
This lecture considers the policy implications of persistent gender inequalities. The discussion takes a critical look at the role played by various state and voluntary sector agencies to address aspects of discrimination at work. This provides an opportunity to review relationships of state, market and family in the construction of gender norms and labour divisions.
D. Seminars (with Felicity Wray, Daysh 5.11)

1. Video Workshop: Hard Hat Women + Kinky Boots
(i) This short documentary which is set in Newcastle and the North-east suggests what it might be like to be a woman working in a traditionally male domain (the construction industry). It provides the opportunity to discuss how much the sex-typing of jobs as ‘male’ or ‘female’ is ‘natural’ (biological) or cultural.
(ii) A Yorkshire factory making traditional working men’s boots for a hundred years faces bankruptcy if it does not come up with a new marketing strategy to better compete in a global market. The solution is to start producing ‘kinky boots’ for the transvestite/S&M scene. What does this documentary tell us about gender and industrial restructuring?

2. Video Debate: ‘Don’t Get me Started’
This controversial ‘soap box’ presentation by newscaster Michael Buerk ponders the question ‘what are men for?’ What ‘evidence’ does the presenter rally in his claim that our society is becoming a ‘femocracy’, in which women are now ‘on top’ and manly virtues are laughed at? How might you criticise: the use made of bald statistics; the way that restructuring/feminisation of jobs in the service sector are portrayed? How does an understanding of a series of overlapping ‘waves of feminism’ help to explain different points of view expressed (contrasting Melanie Philips with Rachel Elnaugh, CEO of Red Letter Days, for instance)?

3. Video Debate: India Calling
India is at the heart of the outsourcing revolution. Thirty percent of all telephone calls to UK and US financial services and IT support are actually conducted with call centres in India, where Indian college graduates assume English names and familiarise themselves with foreign place names and Hollywood films. Some of the hidden implications of this revolution were revealed in a New York Times article, titled "We're From Bangalore (But We're Not Allowed To Tell You)" and have been made the subject of this video.

4. Time-Squeeze (Panorama ‘back to the sink’)
This workshop explores the implications of changing gender at home and in public and the geography of transitions within and between these ‘spheres’ of work (paid and unpaid). Considerations of time and space draw on notions of ‘time squeeze’, ‘harriedness’, the time-space compression of ICT and the less visible ‘emotional geographies’ of guilt and role strain.

5. The future of work? Student ‘visions’
What will it mean to be ‘in work’ in 2020? How will technology alter our lives? Who will be in the top jobs and who will ensure that young children, disabled and frail elderly relatives are cared for round the clock and all are clothed and fed? Is the future female? – as provocatively suggested by Lynne Segal (1987).
E. Reading Lists

Lecture 1: Theorising Social Inequalities and Spatial Divisions  
(Read at least two chapters/articles)


See also classic feminist writings from Chicago Women’s Liberation Union ‘herstory’ web-site http://www.cwluherstory.com/CWLUArchive/classic.html

Lecture 2: Alternative Theories of Gender and Work 
(read at least two chapters/articles)


McDowell, L. and Sharp, J. (eds) *Space, Gender, Knowledge: Feminist Readings*. London: Arnold. 910 SPA (Ch.3)


WGSG (1997) *Feminist Geographies: Explorations in Diversity and Difference*. Harlow: Longman. 910 WOM (Chapters 2 and 3)

**Lecture 3: Constructions of Masculinity, Femininity and Performance (read at least two chapters/articles)**


McDowell, L. (1997) *Capital Culture: Gender at Work in the City*. Oxford: Blackwell 306.36 MAC (Chapters 6, 7 and 8)


**Lecture 4: Geographies of Gender Division and Cultures of Work (read at least two chapters/articles)**


**Lecture 5: Geographies of State-Market-Family Arrangement (read at least two chapters/articles)**


Duncan, S. S. (1994) “Women’s and men’s lives and work in Sweden: a review article”, Gender, Place and Culture, 1, 2, 261-8


**Lecture 6: Neoliberalism, international migration and the changing nature of work (read at least two chapters/articles)**


Hardill, I. (2002) *Gender, Migration and the Dual-Career Household* (Chapters 1, 2 and 5) 306.361 HAR


**Lecture 7: Time-Squeeze and Care-Deficit**
(read at least two chapters/articles)


http://www.jrf.org.uk/knowledge/findings/socialpolicy/593.asp


Lecture 8: The New Servant Economy
(read at least two chapters/articles)


Lecture 9: Work-Life Balance
(read at least two chapters/articles)


Hardill, I. (2002) *Gender, Migration and the Dual-Career Household* (Chapters 1, 2 and 5) 306.361 HAR


Lecture 10: Policy Implications and Review
(read at least two chapters/articles)


Additional Reading as Background for Extended Essay


Key Concepts

**public sphere**: the domain of politics, government policy, the legal system, the economy of paid work and institutional structures (public welfare - schools, hospitals, state childcare, transport and urban structure, media and communication). It is the subject of increasing discussion and debate whether or not it is appropriate or even possible to identify paid work as being the preserve of the public sphere and thus separate from the private or home sphere (see for instance: Watson (1991) Ch. 5 in Allen and Hamnett).

**private sphere**: the home or domestic realm of activities (child-rearing, domestic work, the ‘reproduction of the work-force’). Work in this sphere (including food production, childcare, DIY home improvements, entertainment of business clients) is typically unpaid and therefore excluded from models of the formal economy (and generally assigned a low status relative to the ‘value’ of paid work).

**work**: action involving effort of exertion - especially as a means of livelihood, a task/ chore/ something to be done (various dictionary definitions) - typically differentiated in terms of paid work and unpaid work (whereby the latter might also contribute to livelihood in terms of subsistence).

**employment**: regular occupation or business. Most typically associated with formal, paid, labour market activity, contributing to a capital economy.

**restructuring**: a shift in the underlying pattern/ process of capital production (or other underlying ‘system’ - e.g. can refer to a restructuring of family life). In this course, the focus is on the restructuring of the labour market and of employment whereby capital production has shifted from being predominantly manufacturing drive to being predominantly service sector led (post 1970’s). At the same time, this restructuring has occurred in an environment of increased global market competition and a parallel shift from permanent full time jobs/ employment to more ‘flexible’ temporary and part-time jobs. So the nature and the extent of employment has changed as a consequence of this restructuring of the labour market. This has led to a shift in labour demand from manual and unskilled to professional, managerial and skilled. Other social and economic factors have influenced a restructuring of the labour supply (i.e. increased propensity for women to enter the labour market).

**sexuality**: the construction (social, cultural as well as biological) of masculinity and femininity (degrees of diversity are contested) in association with power relations and behavioural norms. Notions of sexuality (both ‘acceptable’ and ‘taboo’) change over time and in different environmental contexts. Our sexuality (our ‘being’ of a particular gender and gendered identity) typically regulates our behaviour and governs our experiences of discrimination, prejudice or domination in particular contexts.

**gender**: gender is contrasted with ‘sex’ to differentiate male and female from ‘nature’ (determination of position in society by biology). By referring to gender rather than sex, these divisions are situated within culture whereby men and women are social subjects, conditioned...
as much by ‘nurture’ (child-rearing, cultural conditioning, education, structural and institutional constraints) as by nature.

**sex role**: the term used to define a task or function (proscribed, sanctioned, conditioned or preferred) associated with the male or female sex, within a biologically determinist framework (e.g. women as carers).

**gender role**: this is a broader term for culturally conditioned notions of masculinity and femininity associated with a particular task or function. This might be further described in terms of a ‘traditional gender role’ (such as that of women undertaking domestic work) or ‘more egalitarian gender roles’ (such as a man and woman sharing domestic work). The notion of gender ‘roles’ builds upon an understanding of behavioural ‘norms’ which are socially and culturally embedded within the practices and discourses of everyday life (see Billington et. al. (1998) p. 50/51 attached).

**practices**: the routine actions of everyday life - ways of operating/ ways of doing/ ways of being. These practices differ according to individual experience and group norms. They also change and ‘evolve’ over time (history, the life-course) and space (according to national or regional cultures or local networks of interaction). Reference is made, for instance, to ‘local employment practices’ or child-care practices.

**discourses**: the whole assembly of narratives, concepts, ideologies and signifying practices (gestures, signs, symbols) through which the world is made meaningful and intelligible to self and to others - means of ‘communicating ideas in the widest sense. Discourses are socially and culturally embedded in everyday life, that is, they are constructed and reconstructed in the conduct of day-to-day life. Discourses shape behavioural norms, that is, what we ‘take for granted’ as being ‘natural’ in day-to-day life. They also typically describe social structures and hierarchies of power - i.e. patriarchal discourses systematically reproduce the ‘naturalized’ subordination of women. A discourse is a systematic set of beliefs, ideas or knowledge and practices specific to particular social situations or locations. (See Billington et. al. (1998) p. 33 atached).

**formal economy**: the operation and management of business and capital production within a state system of fiscal regulation (taxation), monetary regulation (interest rates and inflation measures) and labour market regulations (national insurance etc.) whereby all business within the formal economy is accounted for within the Gross National Product (GNP).

**informal economy**: variously referred to as the black economy, the underground sector, hidden work or the shadow economy - this economic activity involves the paid production and sale of goods and services that are unregistered by, or hidden from, the state for tax, social security and/or labour law purposes but which are legal in all other respects (e.g. ‘working on the side’; ‘moonlighting’; ‘fraudsters’; ‘cowboys’ - also - sweat shop employers/illegal immigrant employees) (Williams and Windebank, 1998, p. 1).

**whole economy**: the observation of a range of monetary, material resource and non-material exchanges spanning paid and unpaid work and formal and informal economic activities.

**flexible labour market practices**: in an increasingly deregulated labour market, the proliferation of new and alternative forms of pay, contract (zero hours, fixed term, temporary) and working conditions. The general aim of flexibility is to increase the mobility and
responsiveness of the workforce (in terms of quantity and skills) within and between firms to meet the needs of national economic competitiveness in a global economy (crudely described as a ‘hire and fire’ environment).

**life-course**: the course or passage of phases or stages through which individuals or families pass beginning with birth and ending in death (for individuals) or beginning with formation and ending in dissolution (for families) - typically including ‘mile-stone’ stages such as schooling, leaving home, marriage, child-bearing or parenting, work and employment histories, retirement etc.

**social networks**: the kin, neighbours and friends to whom an individual is tied socially, usually by shared values, attitudes and aspirations. Such networks may be spatially concentrated or more dispersed according to the manner of interaction (work, residence, source of practical assistance, telephone of email contact etc.).

There are other concepts which I will introduce in the course of particular lectures with which I would like you to familiarise yourself but I will endeavour to introduce these in the context of real-world examples which should help overcome some of the natural fear of getting to grips with social theory. In general, you should look out for references to: discursive consciousness, collective consciousness, duality of structure, biological determinism, historical materialism, structural-functionalism, post-structuralism, modernism, post-modernism.

Other general sources for the course:

**Government information services**
http://www.open.gov.uk/
Cabinet Office - Social Exclusion Unit
Department of Education and Employment
Department of Social Security


Equal Opportunities Commission: (http://www.eoc.org.uk/)

Low Pay Commission First Report on the National Minimum Wage (http://www.dti.gov.uk/IR/lowlpay/)

The Employment Policy Foundation (USA): (http://epf.org/index.html)

Trade Unions: (http://www.fnv.nl/~Marcel/unionsen.html)