

Sociological perspectives of Work and Occupation

Course Name	University	Candidate faculty member	Email
Sociological perspectives of Work and Occupation	Palestine Technical University- Kadoorie	Dr. Nuha Iter	n.iter@ptuk.edu.ps
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	University College of Applied Sciences - Gaza	Dr.Sami Sallhab	ssalhab@ucas.edu.ps
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Course Name: Sociological perspectives of Work and Occupation

<p>Importance of the course.</p>	<ol style="list-style-type: none"> 1 . Helps to be familiar with sociology theories and concepts. 2. Helps in shaping the concepts of work, craft, profession, occupation, work activity, workplace, and relationships at work from a social perspective. 3. Helps in understanding the impact of social change on the society’s view of work and occupation (a summary within the revolutions) 4. Helps in understanding the institution and social organization incubating the work (formal and informal). 5. Helps in understanding the role of social, industrial and technological revolutions in understanding work and occupation, including some historical developments. 6. Helps in understanding the relationship between work and economy. 7. Helps in a deep understanding of the labor market as a social institution and its relationship to technical and vocational education and training institutions. 8. Helps in understanding the social dialogue between the relevant parties. 9. Helps in analyzing occupations and work from social perspectives (culture, satisfaction, achievement and gender) 10. helps in analyzing occupations in the strata of society - the analysis is local, regional and global
<p>Level and number of credit hours</p>	<p>Master Degree 3 CH compulsory TVET program Bachelor Degree 3 CH Collage Elective</p>
<p>Course Description (3-4 rows)</p>	<p>This course is designed for promoting the student understanding of sociology of work, occupation and industry, division of labor and analysis of occupations from a social perspective, understanding of work and occupations from the perspective of politics and</p>

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	<p>authority, labor market relations with vocational and technical education and training institutions, implementation of social perspectives in understanding work and professional life, study of occupation, and the social institutions related to work and interaction of these institutions with other social processes and phenomena, the course focuses on providing theoretical and practical knowledge to students about the analytical skills of work and occupation as a social institution as well as a social process.</p> <p>concepts include: society and sociology, work and profession as a social institution and social process, sociological theories in understanding work and occupation, authority and politics in the division of labor, justice and equality in work and occupations.</p>
<p>Course management methods and strategies.</p>	<ul style="list-style-type: none"> -Pre-preparation and independent critical reading of the course topics. - Free discussion and directed discussion of topics related to the course during the lecture and after the meetings through blended learning. -Work individually or in small groups to analyze an occupation from a social perspective (social status, gender, etc..). -Presentation by students during course meetings (The presentation's topic of each student is determined in the first week in agreement with the course instructor).
<p>Intended learning outcomes (ILOS) (in general)</p>	<p>At the end of this course the students will be able to:</p> <ol style="list-style-type: none"> 1. Have general knowledge about sociology of work and its theories. 2. Appreciate the importance of the human element in work and industry. 3. Identify social and psychological problems that arise in the workplace and in industry. 4. Knowledge of the sociology of work and its importance. 5. Knowledge of the fields of work sociology and its importance in the society. 6. Analyze the work and the worker.

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	<ol style="list-style-type: none">7. Allocate the occupation in an organizational structure for work. This occupation is both global and Palestinian level.8. knowledge of all the kinds of professions.9. Critical read of the opinions of some sociologists in different professions.10. Differentiate between profession, job, work, and work activity11. Clarify the role of professions in the life of the individual and society.12. Analyze the work and workers, through theoretical and empirical knowledge of the following: data sources in work analysis, foundations of work analysis, goals of work analysis, practical steps for analysis, work analysis form.13. Determine the importance, sources and use of professional information.14. Classifying the businesses and professions by determining the: professional classification tools, professional categories, and how to establish them.15. Describe the role of professions in the life of the individual and society.16. Describe the jobs and professions through: recognizing the data sources in the job description, the size and extent of the description, the method of editing the job description, and the benefits of the job description.17. Have knowledge on how to evaluate jobs.18. Learn about job evaluation methods: grading (ranks), job classification (grading), points method, and factor comparison method.19. Apply practical steps to assess a specific job.
<p>Desired learning outcomes according to its four levels (ILOs) .Dr.Nuha</p>	



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Learning outcomes: knowledge and understanding	<ol style="list-style-type: none">1. Clarify the concepts of perspective, social perspective, people, society, work, and profession.2. Clarify the individual dimension, the social dimension, and the cultural dimension of the perspectives.3. Explain the social theories of work.4. Clarify Emile Durkheim's view of work.5. Illustrate Ibn Khaldun's view of work.6. Explain how social perspectives are formed, changed, and developed.7. Explanation of the basis on which the division of labor takes place.
Learning Outcomes: Intellectual/M ental Skills	<ol style="list-style-type: none">1. Explain social perspectives of work and profession.2. Track the historical development of the phenomenon of work.3. Distinguish between Émile Durkheim perspective, Ibn Khaldun perspective, the bureaucratic perspective, the Marxist perspective, the capitalist perspective, and contemporary perspectives of labor sociology.4. Distinguish between work, job and profession.5. Explain the importance of work in our lives6. Clarify what is meant by division and the function of division of labor.7. Distinguish between divisions of work.8. Organizing work for families.



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<p>Learning Outcomes: Specialized Skills</p>	<ol style="list-style-type: none"> 1. Conduct a scientific discussion on different social perspectives. 2. Form the concepts of work, profession, craft, occupation, work activity, workplace, and relationships at work from a social perspective. 3. Show the impact of social change on society's view of work and profession. 4. Present the results of studies on work, profession, vocational education and vocational training from a social perspective. 5. Show one's understanding of the institution and the social organization incubating the work (formal and informal). 6. Describe the role of industrial and technological revolutions in understanding work and profession. 7. Understand the relationship between work and the economy. 8. Describe the labor market as a social institution and its relationship with technical and vocational education and training institutions.
<p>Transferable skills (Attitudes & Values)</p>	<ol style="list-style-type: none"> 1. Adopt a social perspective. 2. Analyzing the work of one of the professions unions 3. Evaluate the work of peers in their assignments within the course. 4. Respecting each other's opinions about social perspectives and about work and profession. 5. Have a personal perception about the work.

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References

Tony J. Watson (2004). **Sociology, work and industry**. 4th ed. p. cm. Published in the Taylor & Francis e-Library, 2004

Aisha Taieb. (2011). Gender and sociology of work and organization. Arab Women Organization, Cairo, Arab Republic of Egypt.

Al-Zayyat, Kamal Abdel Hamid. (1986). Professional Sociology, Al-Nahda Library, Cairo University, Egypt.

Zimam, Noureddine, and Jaro Hamida (2017). The profession in the sociological heritage and its changing position. Educational Issue Laboratory, University of Biskra, Algeria.

Irsheed, Mahmoud. (2012). The contributions of the scholar Ibn Khaldun to Islamic economic thought through the introduction. An-Najah National University, Palestine.

Ali, Sayeeda Ali Ahmed. (2010). The economic thought of Ibn Khaldun: a study of his views on the division of labor compared to classical thought. (Master's thesis). Omdurman Islamic University, Sudan

Durkheim, Emile (1982). the division of social labor. (Translation by Hafez Al-Jamali). The Lebanese Committee for the Translation of Masterpieces, Beirut

Morsi, Syed Abdel Hamid. (1965). The psychology of professions: an applied scientific study of professions and their impact on the individual and society. (2nd ed). DAR Alnahda Alarabia, Egypt

Allout, Omar. (2017). Work transformations and future directions. Constantine University

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Paul Blackmore (1999) A categorization of approaches to occupational analysis, *Journal of Vocational Education and Training*, 51:1, 61-78, DOI:

10.1080/13636829900200071

To link to this article:

<https://doi.org/10.1080/13636829900200071>

Paul Blackmore (2000) A conceptual framework for approaches to occupational analysis, *Research in Post-Compulsory Education*, 5:3, 289-304, DOI:

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To link to this article:

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Helene J. Polatajko, Angela Mandich, Rose Martini. (200). Analysis: A Framework for Understanding Occupational Performance, *American Journal of Occupational Therapy*, January/February 2000, Vol. 54, 65-72.

<https://doi.org/10.5014/ajot.54.1.65>

Silva, M. A. (2021). Developing a Conceptual Framework for Occupational Therapy Fellowship Programs: A Qualitative Content Analysis Study. *Journal of Occupational Therapy Education*, 5 (1). <https://doi.org/10.26681/jote.2021.05011>, To link to this article:

<https://encompass.eku.edu/cgi/viewcontent.cgi?article=1306&context=jot>

National Research Council 1999. *The Changing Nature of Work: Implications for Occupational Analysis*. Washington, DC: The National Academies Press.

<https://doi.org/10.17226/9600.link> <https://www.nap.edu/read/9600/chapter/7>

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Course level	The first for master's program , the second for diploma program and the fourth for bachelor's program		
Topics to be covered according to weeks (Dr. Sami & Dr. Bilal & Eng. Jalal)			
Week	Topic	Methods & strategies	lectures
First week	<p>Introduction to sociology.</p> <p>1.The concept of work and its relationship to individuals and society.</p> <p>2. Concepts of perspective and social perspective work, profession and society.</p>	Guided and free discussion	3 hours
Sources and references for the week Introduction to Sociology 2013 Rice University.			
Second, third and fourth week	<p>The sociological analysis of work and profession.</p> <p>1. Dialectical social perspectives on work and profession.</p> <p>2. Ibn Khaldun.</p> <p>3. Adam Smith and Economic Thinking</p> <p>4. Emile Durkheim.</p> <p>5. Marx.</p> <p>6. Max Weber</p> <p>7. capitalist view</p> <p>8. Scientific Perspective (Taylor, Ford)</p> <p>8. Hawthorne (May).... Social Perspectives on Needs (Maslow) and Expectations</p>	<p>Each student prepares a part (3) students Ibn Khaldun's and his view of work, profession and industries.</p> <p>(3) students Emile Durkheim and his view of work, profession and industries.</p> <p>The rest of the perspectives Each student</p>	3 hours

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	(Porter) and Achievement Theory (Heisenberg) 9. Friedman and Turan (Contemporary Perspectives on Partition)	has a different perspective from the different social perspectives of work and profession mentioned in the content	
<p>Sources and references of the week Introduction to Ibn Khaldun (excerpts) Irsheed, Mahmoud. (2012). The contributions of the scholar Ibn Khaldun to Islamic economic thought through the introduction. An-Najah National University, Palestine. Durkheim, Emile (1982). the division of social labor. (Translation by Hafez Al-Jamali). The Lebanese Committee for the Translation of Masterpieces, Beirut. Morsi, Syed Abdel Hamid. (1965). The psychology of professions: an applied scientific study of professions and their impact on the individual and society. (2nd ed). DAR Alnahda Alarabia, Egypt</p>			
Fifth week	Each student summarizes the perspective he/she is convinced of, supporting his opinion of why and what is the evidence, Students engage in an individual debate at first, then group according to the common elements between them, and a group debate begins between the groups, and then decides on the most convincing perspective according to the arguments and evidence presented.	discussion and debate	3 hours

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<p>Sources and references of the week Introduction to Sociology ,2013, Rice University</p>			
<p>Sixth & seventh week</p>	<p>Work and professions from a sociological perspective 1. Factors that change the profession social position. 2. The development of the work phenomenon. 3. career appearance development. 4. The relationship between work and profession. 5. people and professions 6. Society and social interaction</p>	<p>Discussion Dialogue science presentation problem based learning</p>	<p>3 hours</p>
<p>Sources and references of the week Aisha Taieb. (2011). Gender and sociology of work and organization. Arab Women Organization, Cairo, Arab Republic of Egypt. Al-Zayyat, Kamal Abdel Hamid. (1986). Professional Sociology, Al-Nahda Library, Cairo University, Egypt.</p>			
<p>Eighth week</p>	<p>Midterm exam</p>	<p>An exam that includes objective questions and essay questions. In the questions there is an explanation, interpretation, application, expressing a point of view and respect for diversity.</p>	<p>3 hours</p>

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Sources and references of the week			
Ninth week	Organizational Sociology Sociology of the enterprise Industrial Sociology Sociology of Economic unions	flipped classroom (send videos and handouts for students before the lecture) and prepare questions about these topics to be discussed in the lecture)	3 hours
Sources and references of the week			
<p>Durkheim, Emile (1982). the division of social labor. (Translation by Hafez Al-Jamali). The Lebanese Committee for the Translation of Masterpieces, Beirut</p> <p>Allout, Omar. (2017). Work transformations and future directions. Constantine University</p>			
Tenth week	Work: foundations and rules of classification and characterization. Occupations: construction, classification and analysis. Professional and vertical construction. Horizon professional construction. Occupations families	-Brain storming -working groups -present working groups with group discussion	3 hours
Sources and references of the week			
<p>Morsi, Syed Abdel Hamid. (1965). The psychology of professions: an applied scientific study of professions and their impact on the individual and society. (2nd ed). DAR Alnahda Alarabia, Egypt</p>			

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Eleventh week	Formal and informal labor market classifications Analysis of the profession from the social classes perspective	- Brain storming -working groups -present working groups with group discussion	3 hours
Sources and references of the week Tony J. Watson. (2003), Sociology, Work and Industry , British Library Cataloguing in Publication Data			
Twelfth week	Future perceptions of work from a research perspective	-group survey -Dialogues between ecologies and ideologies -Research about the labor market need -Raise a problem about an endangered profession	3 hours
Sources and references of the week Al-Zayyat, Kamal Abdel Hamid. (1986). Professional Sociology , Al-Nahda Library, Cairo University, Egypt. Zimam, Nouredine, and Jaro Hamida (2017). The profession in the sociological heritage and its changing position . Educational Issue Laboratory, University of Biskra, Algeria.			
Thirteenth week	Systematic implementation of sociology of work and profession: a review of models for sociological implementation, occupational trends scale, work and		3 hours

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	occupational sciences as an approach to planning, and an approach to development.		
Sources and references of the week			
Fourteenth week	Systematic implementation of sociology of work and profession: a review of models for sociological implementation, occupational trends scale, work and occupational sciences as an approach to planning, and an approach to development.	-Investigate methodologies for the science of work and the profession -Send and analyze the trends to students and others -In the light of the analysis, give them a methodology to apply it as an entry point for planning and development	3 hours
Sources and references of the week Al-Zayyat, Kamal Abdel Hamid. (1986). Professional Sociology, Al-Nahda Library, Cairo University, Egypt. Zimam, Nouredine, and Jaro Hamida (2017). The profession in the sociological heritage and its changing position. Educational Issue Laboratory, University of Biskra, Algeria.			
Fifteenth week	Presentations task by students on the classification and analysis of occupations.	-scientific presentation -Discussion	3 hours

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		-peers' evaluation -Committee evaluation	
Sources and references of the week			
Sixteenth week	Presentations task by students on the classification and analysis of occupations.	-scientific presentation -Discussion -peers' evaluation -Committee evaluation	3 hours
Sources and references of the week			
Seventeenth week	Final exam	-Functional Questions Objective questions that measure deep understanding	3 hours
Evaluation and assessment			
Evaluation items	Tasks to be evaluated		Grade %
	Task 1: Make a presentation on one of the topics of the course (one of the perspectives)		7
	Task 2: A scientific report summarizing a set of perspectives that represent his point of view and then writing the perception that he has about this profession, after participating in the debate		8
	Task 3: The course project: Analyzing one of the labor market professions that society needs		15

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	Mid-term exam (application questions and solving community problems) by assessing the six aspects of understanding	30
	Final exam (understanding, application and solving social and employment problems)	40
	Total	100
Evaluations in the light of the general learning outcomes of the course Dr. Nuha.		
ILO's Intended Learning Outcomes	Evaluation activity	
Standards for correcting evaluation task	Gradual scale (appendix)	
	Standards (gradual scale) (appendix)	
PowerPoint presentation	<ul style="list-style-type: none"> ● Comprehensiveness ● The power of content ● Content Connection ● Logical sequence in displaying content ● Documentation ● Coordination and output in terms of: an introductory slide (student, course, teacher, and presentation topic), colors used (font color and background color), font type, and the presence of drawings, diagrams, shapes, images and tables (attractive). ● Free from grammatical and typographical errors ● Character during the show ● Clarity during presentation ● Persuasion while on the ground ● Scientific mastery 	

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<p>Microsoft word report</p>	<ul style="list-style-type: none"> ● Comprehensiveness of the report for all elements: introduction, main concepts, components of the topic in details, summary, recommendations or future vision. ● The power of content ● Content Connection ● Logical sequence in displaying content ● Documentation ● Formatting and output in terms of: Cover page: the name of the student, the course, the teacher, the subject of the presentation), font type and size, line spacing, the presence of drawings, charts, shapes, images and tables (attractive). ● Free from grammatical and typographical errors
<p>Project (individual, group)</p>	<ul style="list-style-type: none"> ● Write a practical and attractive title for the project ● Presentation of the project in an organized manner ● Use relevant scientific terms in an accurate and documented way. ● The cover page introduces the project, the student, the course, and the teacher. ● The presence of an index of content ● The existence of a summary that introduces the project in no more than 14 and 20 lines page ● A scientific and literary review of the research topic by summarizing, in a sound, accurate and private language that is far from quoting. ● There are key questions that reflect the project methodology. ● The existence of a scheme for the search procedures and possible prototype. ● Answering the individual's question in a way that integrates with the answers to the questions of the rest of the team members, highlighting the individual's and the group's personality ● Commitment to all aspects of the project ● Consider linguistic rules: structures, grammar, spelling and punctuation marks



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	<ul style="list-style-type: none">● Completely avoid copying and pasting. (If it is proven, the student will have to take an additional exam)● Write a page about the personal, professional and societal benefit of the project.● Correct documentation of references.
Course's polices	
<ol style="list-style-type: none">1. Requirements for success in the course<ul style="list-style-type: none">- Commitment to attend at least 14 weeks- Delivery of assessment tasks across the Moodle environment on time according to agreed and defined correction standards.- Taking the two exams (mid-term and final).2. Participate in discussions within the lectures3. Participate in peer assessment.4. Provide constructive criticism when it is requested to do so.5. Adherence to the instructions related to (the time of the lecture, and the management of the activity in the lecture).6. Respect the role, time, and different opinions.7. Commitment to the ethics of scientific research and documentation8. If a scientific theft is detected or someone else writes the subject instead of the student, the student is given an alternative opportunity to perform an additional exam that will not receive the full mark (only 50% of the mark).	