

COURSE SYLLABUS

Meta-critical Perspectives on the Transformation of Working Life, 7.5 credits

Meta-kritiska perspektiv på arbetslivets omvandling, 7,5 högskolepoäng

Course Code:	LMKR24	Education Cycle:	Second-cycle level
Confirmed:	Jan 11, 2024	Disciplinary domain:	Social sciences
Valid From:	Aug 31, 2026	Subject group:	Education
		Specialised in:	A1N Second cycle, has only first-cycle course/s as entry requirements
		Main field of study:	Education

Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and Understanding

- identify and describe the emerging and competing demands in working life from intersectional and critical theory perspectives
- explain how emerging and competing demands transform as well as reproduce norms in working life in relation to a globalized, knowledge-based society
- describe and exemplify how working life has transformed over time, with specific focus on the transformation towards a globalized, knowledge-based society
- identify and reflect on how significant shifts in the condition of working life and management strategies influence social sustainability and lifelong learning for people in their roles and functions in the world of work

Skills and Abilities

- apply critical theory, intersectional and norm-critical perspectives on emerging and competing demands in working life
- apply a scientific approach in terms of ability to relate to, understand, and explore and communicate different perspectives in oral and written communication

Judgement and Approach

- critically examine the foundations of emerging and competing demands in working life
- critically scrutinize how working life conditions in different organizational and professional settings have transformed over time
- problematize the significance of what the shifts in working life condition will bring to institutional and professional settings in relation to lifelong learning and a social sustainable working life
- critically discuss challenges and possibilities for different parties involved in maintaining and developing strategies for a socially sustainable working life, and enable decent work

Content

- Critical theory and norm-critical perspectives on working life
- Intersectionality
- Emerging and competing demands in working life
- Globalization, and the entrance to a knowledge-based society and economy, New Public Management strategies, and its influence on working life conditions
- Roles and functions in the world of work
- Significant shifts of working life conditions over time, exemplified in different organizational and professional settings

- Social sustainability in organizations and decent work

Type of Instruction

The teaching consists of lectures, seminars and exercises performed individually and in groups.

Teaching is carried out on campus and may be offered in hybrid format through digital tools

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

Language of instruction is English.

Entry Requirements

The applicant must hold the minimum of a bachelor's degree (ie. The equivalent of 180 ECTS credits at an accredited university) with at least 90 credits in Social Science or Education or the equivalent.

Examination and Grades

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one element of examination, students are given a final grade based on an overall assessment of all the elements included in the course. The final grade of the course is issued only when all elements of examination have been passed.

The examination is based on the intended learning outcomes.

The forms of examination are oral assignment and individual written assignment.

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

To pass the course students must receive at least a passing grade on every assignment. The final course grade is determined by the grade received on Individual written assignment.

Registration of examination:

Name of the Test	Value	Grading
Individual written assignment	5 credits	A/B/C/D/E/FX/F
Oral examination	2.5 credits	G/U

Course Evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

Other Information

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the associate dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

The examiner has the right to give an adapted examination or let the student carry out the examination in an alternative way provided that the intended learning outcomes can be secured and that there are exceptional reasons for this, including the student's right to targeted study support.

Course Literature

Please note that the course literature may be revised up to eight weeks before the start of the course.

Ahl, Helene, Bergmo-Prvulovic, Ingela & Kilhammar, Karin (Eds.). (2019). *Human Resource Management: A Nordic Perspective*. Routledge. 226 pages.

Anderson, Torben & Hällsten, Freddy (2016). Nordic HRM: Distinctiveness and resilience. In Michael Dickman, Chris Brewster & Paul Sparrow (Eds.), *International Human Resource Management: Contemporary HR Issues in Europe* (pp. 100-114). Routledge. 15 pages.

Bergmo-Prvulovic, Ingela (2017). Demographic changes and the need for later career opportunities. *Adult Education Discourse* (18), 187-206. 20 pages.

Brookfield, Stephen D. (2005). *The power of Critical Theory for Adult Learning and Teaching*. Open University Press. (400 pages) (selected chapters 1, 5, 7, 11)

Bronner, Stephen Eric (2011). *Critical Theory. A very short introduction*. Oxford University Press. (100 pages)

Blustein, David L., Kenny, Maureen E., Kelsey, Autin & Duffy, Ryan (2019). The psychology of Working in Practice: A Theory of Change for a New Era. *The Career Development Quarterly*, 67 (3). (pp. 236-254). 19 pages.

Burgmann, Verity (2016). *Globalization and Labour in the twenty-first Century*. Taylor and Francis. 260 pages.

Edgell, Stephen, Gottfried, Heidi, & Granter, Edward (2015). *Sage Handbook of the Sociology of Work and Employment*. Sage. (selected chapters)

Hall, Douglas T. & Mirvis, Philip H. (1995). Careers as lifelong learning. In Ann Howard (Ed.), *The changing nature of work* (pp. 323-361). 39 pages.

Hooley, T., Bordsdatter Bakke, I., Bergmo-Prvulovic, I., Borbély-Pecze, T. B., Christie, F., Drosos, N., Elftorp, P., Gee, R., Kessler Ladelsky, L., Casanova, M. L., Mankoo, A., Mariager-Anderson, K., Özdemir, N. K., Thomsen, R., & Vahidi, G. (2025). *Developing critical career theory: Exploring the conceptual underpinning of the Critical approaches to career and career guidance project*. Available open Access: https://pure.au.dk/ws/portalfiles/portal/440402676/COCAG_Position_Paper_DIGITAL.pdf

Hankivsky, Olena. (2014). *Intersectionality 101*. Institute for Intersectionality and Policy. 34 pages.

Howarth, C. (2006). A social representation is not a quiet thing: Exploring the critical potential of social representations theory. *British Journal of Social Psychology*, 45 (1), 65-86. <https://doi.org/10.1348/014466605X43777>

Laussetlet, Nadia, Vare, Paul, & Rieckmann, Marco (2022). *Competences in Education for Sustainable Development*. Springer. (Selected chapters)

Langella, Ian M., Hargrove, Blake, M., Haase, Steven J., Dao, Viet T., & Carbo, Jerry A. (2017). *Social sustainability for Business*. Taylor and Francis. (selected Chapters)

Misiaszek, Greg William (2025). *Ecopedagogy and the global environmental citizen. Critical issues, trends, challenges and possibilities*. Routledge. (selected chapters)

Niu, Yuanlu (2020). Improving the employability of mature workers: Career learning. In Claretha Hughes (Ed.), *Strategies for attracting, maintaining, and balancing a mature workforce* (pp. 28-60). Hershey. 23 pages.

Peireira, Susanna, dos Santos, Nuno Rebelo, & Pais, Leonor (2019). Empirical Research on Decent Work: A Literature Review. *Scandinavian Journal of Work and Organizational Psychology*, 4 (1), 4, 1-15. 15 pages.

Smith, Wendy K., & Lewis, Marianne, W. (2022). *Both/and thinking. Embracing Creative Tensions to solve your toughest Problems*. Harvard Business Review Press. 336 pages.

Zapfel, Stefan, Staples, Ronald, & Sowa, Frank (2018). *Transformation of Work in Welfare State Organizations. New public management and the insitutional diffusion of ideas* . Routledge. 260 pages.

Articles and other literature of about 200 pages may be added.

Citing Sources – How to Create Literature References

<https://ju.se/library/search--write/reference-management.html>

Sourcewise: A Student's Guide to Avoiding Plagiarism

Information about plagiarism at higher education institutions

Available in the learning management system