

PHL440 (Winter 2018) The Ethics, Politics, and Future of Work



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Class meetings MWF 11:45-12:50, building 5, room 107

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Office hours Mondays 1:00-2:00, Wednesdays 9:00-11:30 (building 1, room 319B)

Please do not hesitate to set up an appointment outside of these hours if necessary.

Office Building 1, room 319B

Description

Work is central to the human experience. Recent studies have concluded that the average American dies having worked approximately 100,000 hours (the equivalent of eleven years) in her lifetime. Historically, work has gotten surprisingly little attention from philosophers, and what attention it has garnered has more often been sporadic rather than sustained. Recent years have witness a modest uptick in philosophical attention to work, driven in part by socioeconomic developments such as the 'Great Recession,' rising income and wealth inequality, and anxiety related to automation and the prospects for a 'world without work'.

After a short historical overview of philosophical attitudes toward work, including the historical origins of the American work ethic, our seminar will address work through three normative lenses:

1. Ethics and the goods of work: Ancient philosophers such as Aristotle are often interpreted as viewing work as drudgery, suited only for those suited for slavery, and tolerated only insofar as work makes leisure possible. Many people have instead found value in work, claiming that work is essential for a happy, virtuous, or meaningful life. In this portion of our course, we consider questions concerning how work fits into a good human existence. What goods does work provide (and under what conditions does it provide them)? Is a devotion to work a sign of virtue or vice? Can work help to confer meaningfulness on human lives? What is the importance of monetary compensation to the value of work?

2. Politics and justice: Who works and under what conditions is heavily shaped by choices made at the sociopolitical level. In this portion of the course, we address several questions related to the political organization of work. In a just society, who would work and how much? Is unemployment compatible with justice? Who should be responsible for the performance of highly undesirable “bad jobs”? What is the deontic status of work — is it a right, a duty, both, or neither? What options should we have as far as choosing our professions or lines of work? And how do background conditions of injustice (racial injustice, in particular) influence who has a right or a duty to work? How is a just workplace organized? In particular, what is the proper balance of authority between employees and management? What rights ought employers have vis-à-vis employees, and vice versa? Is the democratic management of the workplace viable and morally justifiable?

3. Work's future: Some prognosticators believe that economically prosperous societies are in the midst of a shift in the nature of work and labor as revolutionary as the transition between agrarian and industrialized economies that took place from c. 1700 to 1940. Work arrangements such as contingent, contract, and ‘gig’ work; the development of robots and other forms of automation; increased economic precarity and inequality; and worries about the environmental sustainability of consumption-oriented lifestyles have led some to predict that we are on the cusp of a ‘post-work’ or ‘post-jobs’ future. Are these predictions credible? Will socioeconomic and technological developments lead to an economy with massive labor gluts, in which most individuals’ labor will have little if any market value? Would changes in economic policy, such as the introduction of an unconditional basic minimum, be a justified response to such developments? Would refusing to work, or advocating for its abolition, be a justifiable response to such developments? How will the future of work be organized along gender lines, if at all?

Course learning objectives

By the conclusion of this course, students should be able to

1. articulate several historically or culturally influential philosophical stances concerning the nature or significance of work, especially those that have shaped US attitudes and practices surrounding work
2. critically compare and contrast alternative ethical perspectives on the place of work in a worthwhile life, with reference to such goods as well-being, virtue, and meaning
3. describe central conflicts surrounding work and justice, such as work distribution, etc.
4. logically and evidentially appraise arguments concerning the moral status of work (whether work is a moral obligation, etc.)

5. outline the main features of the US legal regime regarding worker-management relations; some principal criticisms of that regime (e.g., Anderson's critique); and some alternatives to that regime (for instance, varieties of workplace democracy)
6. identify likely implications of a possible 'post-work' future, including implications for labor demand, workplace organization, manifestations of gender in the workplace and labor market, etc., and possible individual and policy responses to such a future
7. utilize the knowledge obtained via the pursuit of objectives 1-6 to inform their career planning and vocational choices.

The Philosophy Department has as its learning outcomes for its programs that they will improve students' abilities in the following areas:

- [1] **Skills in Reasoning:** Ability to identify theses in other's work and one's own; identify and evaluate reasons relevant to theses; identify and evaluate background concepts, distinction, and assumptions; identify and evaluate objections; charity in interpreting others' positions.
- [2] **Skills in Written and Oral Presentation:** Clarity in overall organization of ideas; clarity at sentence/paragraph level of expression.
- [3] **Skills in Research:** Ability to distinguish between reliable and unreliable sources; ability to work with major research resources in philosophy; ability to work with library resources.
- [4] **Breadth of Content:** Familiarity with development of historical Western tradition; familiarity with various branches of philosophical investigation; familiarity with critical analyses of Western tradition; familiarity with variety of philosophical traditions or approaches.
- [5] **Depth of Content:** Ability to make connections across branches of philosophical investigation; proficiency with major primary sources; ability to produce creative work.

This seminar aims to enhance students' abilities in all five of these areas.

Prerequisites

This is an upper-division philosophy seminar. It is intended for advanced students enrolled in the Law and Society philosophy option.

- Students must have completed, or be concurrently enrolled, in PHL 309 (Moral Philosophy) or PHL 311 (Philosophical Issues in the Law).
- Other courses that would provide useful preparation for the seminar include PHL204 (Ethical Problems in Contemporary Life), PHL218 (Logic and Computing), and PHL310 (Social and Political Philosophy).
- Non-majors are of course welcome to enroll. However, the course will be taught at a level of rigor and sophistication that assumes students have extensive background in the main techniques and problems of moral, political, and legal philosophy.
- To provide you a sense of the expectations: Recent research indicates that students most effectively develop the skills of critical thinking, logical reasoning, etc., in courses that require at least 40 pages of reading per week and at least 20 pages (about 6,000-7,000 words) of writing per term. This seminar will *exceed* these expectations.

I encourage students who are concerned about their readiness for this course to discuss this matter with me as soon as possible.

Expectations of You (and Your Instructor)

I will treat you with respect in this course, and expect you to do the same for me and your fellow students. What this means in practice is (at a minimum):

For me:

1. I will arrive on time and prepared for each class meeting scheduled on the syllabus.
2. I will adhere to the schedule of readings, assignments, etc., on our class syllabus. If for some reason changes to the syllabus are necessary, I will give you prior notification of these changes.
3. I will take student questions and comments seriously and attempt to address them as helpfully as I can within the constraints of class time.
4. I will keep my scheduled office hours, or provide advance notice if this is not possible.
5. I will grade and provide feedback on written assignments within a reasonable time (nearly always 5-7 days) and provide you an adequate explanation of your grade.
6. I will treat you as an adult. Part of what this means is taking your philosophical opinions seriously. Taking your opinions seriously is not equivalent to endorsing them. I will assume that you have put some thought into your opinions, and so I will hold you accountable (both positively and negatively) for them, praising you and challenging you as appropriate.
7. I will respect your time and not give you “busy work” that does not enable you to progress toward meeting the course learning objectives.
8. I will respond to your communications in a timely manner in light of my other commitments and responsibilities.
9. I will welcome, acknowledge, thoughtfully consider, and (when feasible and warranted) act on feedback that you provide me concerning how the course can be changed to better meet your needs and better help you learn.

For you:

1. You will respect the opinions of your classmates, and respond to them with seriousness, courtesy, and charity.
2. You will show up to class regularly and on time. You recognize and take responsibility for the obstacles that erratic attendance presents for your own personal academic success.
3. You will read the material assigned for class prior to the meeting at which we are scheduled to discuss it.
4. You will take responsibility for turning in assigned work on time.
5. You will respect my time and the time of your fellow students by helping to make our time together as productive and conducive to learning as possible.

Texts

We'll be doing careful reading of our texts in class. The failure to have your texts in class indicates a fundamental lack of seriousness and preparation on your part.

Required books:

Elizabeth Anderson, *Private Government: How Employers Rule Our Lives (and Why We Don't Talk About It)* (Princeton Univ Press, 2017)

David Frayne, *The Refusal of Work: The Theory and Practice of Resistance to Work* (Zed, 2015)
[full text available as PDF on Blackboard]

Andy Stern, *Raising the Floor: How a Universal Basic Income Can Renew our Economy and Rebuild the American Dream* (PublicAffairs, 2016)

Lars Fredrik Svendsen, *Work*, 2nd edition (Routledge, 2015)

Andrea Veltman, *Meaningful Work* (Oxford Univ Press, 2016) [full text available as PDF on Blackboard]

Other readings and links will be made available through Blackboard.

Class meeting format

A seminar is defined as “a small group of students, as in a university, engaged in advanced study and original research under a member of the faculty and meeting regularly to exchange information and hold discussions.” This course will aspire to satisfy this definition by operating in a student-driven, inquiry-based style. Students responsible for seminar papers and presentations (see below for ‘Evaluation and requirements’) will lead our inquiry. Other students will be expected to complete the assigned ‘core’ readings prior to each meeting and arrive at our meetings prepared with informed questions of interpretation, analysis, and evaluation to guide our discussion. Students should anticipate contributing to class discussion and the use of ‘cold calling’ to ensure the widest possible participation.

Evaluation and requirements

The course requirements are as follows:

1. For each class meeting, 1-2 students will complete and present short *seminar papers*. These papers should briefly summarize and critically analyze the assigned readings and will serve to guide our in-class discussion. A full description of the expectations for seminar papers is available on Blackboard in the ‘Seminar Papers’ area. At 12:50, our formal class meetings will conclude and I will have a brief meeting with those writing seminar papers for the next class meeting. You are required to upload your seminar paper to Blackboard by 11 am prior to the class meeting, in the area designated ‘Seminar papers’. You are required to complete at least three seminar papers during the quarter. **(40% of quarter grade, with each paper counting equally)**

Some notes on these papers:

- a. As you will see in the schedule of meetings and readings below, we will be hosting a series of four colloquium speakers on *Work, Justice, and the Future of Labor*. You may substitute a response paper based on a colloquium presentation for *one* of your in-class seminar papers.
- b. If you complete all three seminar papers, your lowest seminar paper grade will be dropped from your quarter grade.
- c. Because it is unlikely that you are experienced in writing seminar papers, grades and feedback for the first round of seminar papers will be made public in the Seminar Papers area of Blackboard. The purpose of doing so is to enable you to learn from examples of successful (and less than successful) seminar papers. If you do *not* wish your first seminar paper to be made public, please e-mail me to that effect by Friday, January 5.

2. *A final examination* will be distributed on Monday March 12, and is due via Blackboard by 5 pm on Wednesday March 14. Between Friday March 9 and Sunday March 11, students may submit potential exam questions to me. For each question of yours that is selected for the final, you will receive a one grade level increase in your final exam grade (for example, from a C to a C+, or from an A- to an A). No more than two questions will be selected from any one student. **(25% of quarter grade)**
3. You are required to complete *a term paper* of 2000-3500 words (8-14 double spaced pages). I strongly recommend, but do not require, that you use one of your seminar papers as a starting point for your term paper. I also strongly recommend a conference with me to help you identify your topic, thesis, etc. This paper will be due via Blackboard on Thursday, March 16, 5 pm. **(30% of quarter grade)**
4. An *advice memo* assignment will be distributed to you via Blackboard on March 7. The purpose of this assignment is for you to provide advice about how the content of this seminar could be used as the basis of a lower-division General Education course on work. You'll be asked to make recommendations about which topics, readings, etc., would be best suited for such a course. This assignment will be graded pass/fail and due via Blackboard by Friday, March 16, 5 pm. **(5% of quarter grade)**

If *extraordinary* circumstances arise that make it unusually difficult for you to meet the class requirements, please contact me so we can discuss the possibility of alternative arrangements.

Blackboard

We will be using Blackboard (<https://blackboard.cpp.edu/webapps/login/>) in support of the in-class activities in this course. In order to use Blackboard, you will need to know your university Intranet ID and password. You should be checking the Blackboard site several times weekly for updates on course activities, etc.

Varia

- Plagiarism and other forms of academic dishonesty will be addressed according to Cal Poly policies.
- The copyright for these course materials is held by the instructor; any attempt to distribute or sell this material without instructor authorization is in violation of that copyright.
- Students with learning or other disabilities are encouraged to contact the instructor as soon as possible to discuss their needs and possible accommodations.

Schedule of readings and meetings

A note on the readings: You'll notice that there are two columns listing the assigned readings: The first is 'core' readings, to be read by all students. These are intended to be minimal — between 15 and 35 pages per class meeting. The second are more advanced readings to be read by those students responsible for seminar papers that day. In any case, please complete the readings for the class meetings listed below *before* the meeting.

Date	Topic	Core readings (all students)	Readings for seminar presenter(s)	Seminar presenter(s)
We Jan 3	Course introduction: The work dogma — and a work crisis?	<ul style="list-style-type: none"> • Frayne, <i>Refusal of Work</i> (Bb), pp. 1-7, 14-17 • Thompson, “A World Without Work” (Bb) 		
Fr Jan 5	Challenges facing the “work economy”	<ul style="list-style-type: none"> • Stern, <i>Raising the Floor</i>, pp. 11-41 • Frayne, <i>Refusal of Work</i>, pp. 29-35, 41-44 • Poke around Autonomy Institute website (Bb) • Poke around Pew Research Center, <i>State of American Jobs</i> (Bb) 		
Mo Jan 8	Ancient and antiquarian attitudes toward work	<ul style="list-style-type: none"> • Svendsen, <i>Work</i>, pp. 1-21 • Hill, “Historical Context of the Work Ethic,” pp. 1-4 (Bb) • Frayne, <i>Refusal of Work</i>, pp. 23-29 	<ul style="list-style-type: none"> • Lis & Soly, <i>Worthy Efforts</i>, ch. 1 (Bb) 	F. Sanchez, J. Mejia
Weds Jan 10	Christian attitudes toward work and the emergence of the Protestant American work ethic	<ul style="list-style-type: none"> • Svendsen, <i>Work</i>, pp. 21-32 • Luzer, “Is the Protestant Work Ethic Real?” (Bb) • Hill, “Historical Context of the Work Ethic,” pp. 4-10 (Bb) 	<ul style="list-style-type: none"> • Lis & Soly, <i>Worthy Efforts</i>, ch. 3 (Bb) 	K. Harris, J. Benavidez
Fri Jan 12	The work ethic today: Prosperity and overwork in American and global perspective	<ul style="list-style-type: none"> • Hill, “Historical Context of the Work Ethic,” pp. 10-17 (Bb) • Malanga, “Whatever Happened to the 	<ul style="list-style-type: none"> • Bowler, “Death, the Prosperity Gospel, and Me” (Bb) • Green, <i>Demanding Work</i>, 	A. Calderon, J. Smith

		<p>Work Ethic?" (Bb)</p> <ul style="list-style-type: none"> • Golden, "A Brief History of Long Work Time and Contemporary Sources of Overwork" (Bb) 	<p>chs. 2-3 – skim (Bb)</p> <ul style="list-style-type: none"> • Kanai, "Karoshi (Work to Death) in Japan" (Bb) 	
Mo Jan 15	NO MEETING — MLK HOLIDAY			
We Jan 17	NO MEETING – INSTRUCTOR AWAY	<p>Recommend reading ahead for your next seminar paper and/or identifying term paper topic!</p>		
Th Jan 18	Speaker Series 1: M. Cholbi, "The Desire for Work as An Adaptive Preference" (12 noon, 5-214)			
Fr Jan 19	The goods of work: Well-being and capabilities	<ul style="list-style-type: none"> • Veltman, <i>Meaningful Work</i>, pp. 4- 9, 47-70 (Bb) 	<ul style="list-style-type: none"> • Gheaus & Herzog, "The Goods of Work (Other Than Money!)" (Bb) 	N. Halladjian, S. Slater
Mo Jan 22	Meaningful work	<ul style="list-style-type: none"> • Svendsen, <i>Work</i>, pp. 33-54 • Sayers, "Why Work? Marx and Human Nature" (Bb) 	<ul style="list-style-type: none"> • Schwartz, "Meaningful Work" (Bb) • Veltman, <i>Meaningful Work</i>, pp. 105-141 (Bb) 	D. Trejo, J. Diaz
We Jan 24	Alienation and BS jobs	<ul style="list-style-type: none"> • Frayne, <i>Refusal of Work</i>, pp. 45-52 • Graeber, "Why Capitalism Creates Pointless Jobs" (Bb) 	<ul style="list-style-type: none"> • Marx, "Estranged Labour" (Bb) • Morris, "Useful Work versus Useless Toil" (Bb) 	A. Gonzalez, J. Gericke
Fr Jan 26	The goods of work: Autonomy, oppression, and the paycheck question	<ul style="list-style-type: none"> • Svendsen, <i>Work</i>, pp. 99-110 • Schwartz, <i>Why We Work</i>, pp. 1-10, 41-60 (Bb) 	<ul style="list-style-type: none"> • Frayne, <i>Refusal of Work</i>, pp. 61-66 • Veltman, <i>Meaningful Work</i>, pp. 71-92 (Bb) 	L. Ybarra, V. Felix
Mo Jan 29	The just distribution of work: Work hours	<ul style="list-style-type: none"> • Svendsen, <i>Work</i>, pp. 55-63 	<ul style="list-style-type: none"> • Keynes, "Economic Possibilities for our 	

	and undesirable work	<ul style="list-style-type: none"> • Bregman, “A Fifteen-Hour Workweek” (Bb) 	<ul style="list-style-type: none"> • “Grandchildren” (Bb) • Sayer, “Contributive Justice and Meaningful Work” (Bb) • Sandel, “Hard Work” (Bb) 	
We Jan 31	The ubiquity of work, ‘work-life balance,’ and emotional labor (Frayne)	<ul style="list-style-type: none"> • Frayne, <i>Refusal of Work</i>, pp. 52-61, 73-82 (Bb) • Gershon “The Future is Emotional” (Bb) • Beardsley, “For French Law on Right to ‘Disconnect,’ Much Support — and a Few Doubts” (Bb) 	<ul style="list-style-type: none"> • Hochschild, <i>The Managed Heart</i>, pp. 89-161 (Bb) 	
Th Feb 1	Speaker Series 2: E. Muehlmann, “Union Security Fees, Campaign Finance & the First Amendment” (12 noon, BSC Ursa Major)			
Fr Feb 2	NO MEETING – INSTRUCTOR AWAY	Recommend reading ahead for your next seminar paper and/or identifying term paper topic!		
Mo Feb 5	Work and leisure	<ul style="list-style-type: none"> • Svendsen, <i>Work</i>, pp. 65-82 • Russell, “In Praise of Idleness” (Bb) 	<ul style="list-style-type: none"> • Frayne, <i>Refusal of Work</i>, pp. 67-73 • Sandel, “Free Time” (Bb) • Popova, “Leisure, the Basis of Culture” (Bb) 	
We Feb 7	Freedom in occupational choice?	<ul style="list-style-type: none"> • Care, “Career Choice” (Bb) 	<ul style="list-style-type: none"> • Perez Munoz, “Essential 	

			<p>Services, Workers' Freedom, and Distributive Justice" (Bb)</p> <ul style="list-style-type: none"> • Stanczyk, "Productive Justice" (Bb) 	
Fr Feb 9	A right to work?	<ul style="list-style-type: none"> • Schaff, "A Right to Work and Fair Conditions of Employment" (Bb) • Kirchgässner, "Critical Analysis of Some Well-Intended Proposals to Fight Unemployment," pp. 28-31 (Bb) 	<ul style="list-style-type: none"> • Steinvorth, "The Right to Work and the Right to Develop One's Capabilities" (Bb) • Kavka, "Disability and the Right to Work" (Bb) 	
Mo Feb 12	Unemployment and work guarantees	<ul style="list-style-type: none"> • Baker, "The Human Disaster of Unemployment" (Bb) • Dance, "The Unemployment Crisis" (Bb) • Livingston, "Fuck Work" (Bb) 	<ul style="list-style-type: none"> • Paul, Darity, and Hamilton, "Why We Need a Federal Job Guarantee" (Bb) • Kirchgässner, "Critical Analysis of Some Well-Intended Proposals to Fight Unemployment," pp. 25-28, 32-36 (Bb) 	
We Feb 14	An obligation to work?	<ul style="list-style-type: none"> • Levine, "Fairness to Idleness: Is There a Right Not to Work?" (Bb) 	<ul style="list-style-type: none"> • Shelby, "Justice, Work, and the Ghetto Poor" (Bb) • Cholbi, "The Duty to Work" (Bb) 	
Fr Feb 16	Being managed	<ul style="list-style-type: none"> • Svendsen, <i>Work</i>, pp. 83-98 	<ul style="list-style-type: none"> • Stewart, "The Management Myth" (Bb) • Pitesa, "Employee Surveillance and the Modern Workplace" (Bb) 	

Mo Feb 19	Anderson on “private government” in the workplace, part I	<ul style="list-style-type: none"> • Anderson, <i>Private Government</i>, pp. xix-xxiii, 37-61 	<ul style="list-style-type: none"> • Anderson, <i>Private Government</i>, pp. 1-36 	
We Feb 21	Anderson on “private government” in the workplace, part II	<ul style="list-style-type: none"> • Anderson, <i>Private Government</i>, pp. 61-71, 99-107 	<ul style="list-style-type: none"> • Anderson, <i>Private Government</i>, pp. 108-116, 126-144 • Schaff, “Democratic Rights in the Workplace” (Bb) 	
Th Feb 22	Speaker Series 3: A. Mozaffari, “Forced Arbitration and Employee Constitutional Rights” (12 noon, BSC Orion)			
Fr Feb 23	The abolitionist critique of work	<ul style="list-style-type: none"> • Black, “The Abolition of Work” (Bb) 	<ul style="list-style-type: none"> • LaFargue, “The (Bb Right to Be Lazy,” chs. 1-3 (Bb) • Danaher, “Will Life Be Worth Living in a World Without Work? Technological Unemployment and the Meaning of Life” (Bb) 	
Fr Feb 23	Work refusal and questioning the work dogma	<ul style="list-style-type: none"> • Frayne, <i>Refusal of Work</i>, pp. 95-117 	<ul style="list-style-type: none"> • Frayne, <i>Refusal of Work</i>, skim chs. 5-8 (Bb) 	
Mo Feb 26	Automation and labor oversupply: A threat to a world of work?	<ul style="list-style-type: none"> • Stern, <i>Raising the Floor</i>, pp. 51-73 • “Automation and Anxiety” (Bb) 	<ul style="list-style-type: none"> • Weingarten, “The Last Human Job” (Bb) • Frey and Osborne, “The Future of Employment: How Susceptible Are Jobs to Computerisation?”, pp. 1-30, 34, 39-48 (Bb) • Autor, “Why Are There Still So 	

			Many Jobs? The History and Future of Workplace Automation” (Bb)	
We Feb 28	Dying professions and a changing landscape of work	<ul style="list-style-type: none"> • Stern, <i>Raising the Floor</i>, pp. 74-101 • Whitehouse and Rojansakul, “Find Out if Your Job Will Be Automated” (Bb) 	<ul style="list-style-type: none"> • Stern, <i>Raising the Floor</i>, pp. 101-118, 145-160 • Fineman, “Working a Career” (Bb) • Covert, “The Slow Death of the Secretary” (Bb) • Lam, “Who Uses a Travel Agent in This Day and Age?” (Bb) • Cheromcha, “Self-driving cars...” (Bb) 	
Fr Mar 2	Universal basic income I	<ul style="list-style-type: none"> • Pearlstein, “How to Ensure Everyone a Guaranteed Basic Income” (Bb) • Stern, <i>Raising the Floor</i>, pp. 171-204 	<ul style="list-style-type: none"> • Bregman, “President Nixon and His Basic Income Bill” (Bb) • Zwolinski, “The Pragmatic Libertarian Case for a Basic Income Guarantee” (Bb) • Psychologists for Social Change, “Universal Basic Income: A Psychological Impact Assessment” (Bb) 	
Mo Mar 5	Universal basic income II	<ul style="list-style-type: none"> • Stern, <i>Raising the Floor</i>, pp. 204-22 • Veltman, <i>Meaningful Work</i>, pp. 92-104 (Bb) 	<ul style="list-style-type: none"> • Lowrey, “The Future of Not Working” (Bb) • Kirchgässner, “Critical Analysis of Some Well-Intended Proposals to Fight Unemployment,” pp. 37-44 (Bb) 	

We Mar 7	Gendered perspectives on work today	<ul style="list-style-type: none"> • Rosin, “The End of Men” (Bb) • Fineman, “Men’s Work, Women’s Work” (Bb) 	<ul style="list-style-type: none"> • Hochschild, <i>Managed Heart</i>, pp. 161-164, 171-181 (Bb) • Parks, “Lifting the Burdens of Women’s Care Work” (Bb) 	
Th Mar 8	Speaker Series 4: S. Santens, “Unconditional Basic Income: The Foundations of Our Future” (12 noon, BSC England Evans)			
Fr Mar 9	The end of work?	<ul style="list-style-type: none"> • Svendsen, <i>Work</i>, pp. 137-156 • James, “Working Less Can Save the World (and other Philosophies of Surfing)” (Bb) 	<ul style="list-style-type: none"> • Frase, “Four Futures” (Bb) • Livingston, <i>No More Work</i>, pp. 80-103 (Bb) 	