

Syllabus

Course Overview

All work is an act of philosophy.

Ayn Rand

This course emphasizes the nature, history, and ethics of work. Throughout the course, you will explore different conceptions of the meaning of work by thinking about various kinds of labor, how work has changed over the course of history, and how work relates to meaning, significance, and dignity in human life. You will examine the views and practices of work in different cultures, and the evolution of gender roles as they apply to work. Finally, you will synthesize all that you have learned into a personal philosophy of work.

Assignments

Week 2: Create a presentation that focuses on the concept of the nature of work, including the roles of both work and leisure.

Week 5: Create a 5–8-minute presentation that shares the results of two interviews you conducted with people from different generations. Also provide some ideas for working with people across generations.

Week 7: Create a blog post for high school students, tracing the history and predicting the future of a job or profession of your choice.

Week 9: Write an essay that outlines your personal philosophy of work.

Discussions

Participation in discussions will count for 20% of your final grade.

Week 1: Engage in a discussion about the different types of work in which you participate.

Week 1: Engage in a discussion about your career and your calling.

Week 2: Engage in a debate as to whether people should work to live or live to work.

Week 3: Engage in a discussion about distributive justice.

Week 4: Engage in a discussion about Kant's categorical comparison.

Week 5: Engage in a discussion about the impact of the digital revolution.

Week 6: Engage in a discussion about how different cultures have unique interpretations of time.

Week 7: Engage in a discussion about how gender roles have changed the workplace over time.

Week 8: Engage in a discussion about work–life balance.

Week 9: Engage in a discussion about your personal philosophy of work.

Week 10: Engage in a discussion about the impact of automation on future careers.

Essential Undergraduate Learning Outcomes

All General Education Courses reflect our Essential Undergraduate Learning Outcomes (EULOS). Click **Essential Undergraduate Learning Outcomes** to learn more about these learning outcomes and how this course supports these outcomes.

Reference

Rand, A. (1957). *Atlas shrugged*. New York, NY: Random House.

Course Resources
Essential Undergraduate Learning Programs

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Define different interpretations of work.
- 2 Discuss the historical, cultural, and ethical impact of the philosophy of work.
- 3 Explore the historical relationship between gender and work.
- 4 Develop a personal philosophy of work.
- 5 Address assignment purpose in a well-organized text, incorporating appropriate evidence and tone in grammatically sound sentences.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Altman, M. C. (2007). [The decomposition of the corporate body: What Kant cannot contribute to business ethics \[PDF\]](#). *Journal of Business Ethics*, 74(3), 253–266. doi:10.1007/s10551-006-9233-z
- Bowie, N. E. (1998). [A Kantian theory of meaningful work](#). *Journal of Business Ethics*, 17(9/10), 1083–1092.
- Craig, E. (2005). [The shorter Routledge encyclopedia of philosophy \(2nd. ed.\)](#). New York, NY: Routledge.
- Danaher, J. (2017). [Will life be worth living in a world without work? Technological unemployment and the meaning of life \[PDF\]](#). *Science and Engineering Ethics*, 23(1), 41–64.
doi:http://dx.doi.org.library.capella.edu/10.1007/s11948-016-9770-5
- Donovan, M. (2016). [The golden apple: Redefining work-life balance for a diverse workforce](#). Brookline, MA: Bibliomotion.
- Frederick, R. (2018). [Free will](#). In R. W. Kolb (Ed.), *The SAGE encyclopedia of business ethics and society* (Vol. 1, pp. 1498–1501). Thousand Oaks, CA: SAGE. doi:10.4135/9781483381503.n494.
- Gutting, G. (2012, September 09). [What work is really for](#). *The New York Times*.
- Hindman H. D. (Ed.). (2009). [The world of child labor: An historical and regional survey](#). New York, NY: Routledge.
- Holba, A. (2007). [Philosophical leisure: Recuperative praxis for human communication](#). Milwaukee, WI: Marquette University Press.
- Holligan, A. (2016). [Are you living to work, or working to live?](#) *Leader to Leader*, 2016(82), 53–57.
doi:10.1002/ltl.20262
- Hundley, R. O., Anderson, R. H., Bikson, T. K., & Neu, C. R. (2003). [The global course of the information revolution: Recurring themes and regional variations](#) Santa Monica, CA: RAND.
- Lucas, K., Manikas, A. S., Mattingly, E. S., & Crider, C. J. (2017). [Engaging and misbehaving: How dignity affects employee work behaviors](#). *Organization Studies*, 38(11), 1505–1527.
doi:10.1177/0170840616677634
- Meeussen, L., Veldman, J., & Van Laar, C. (2016). [Combining gender, work, and family identities: The cross-over and spill-over of gender norms into young adults' work and family aspirations](#). *Frontiers in Psychology*, 7(1781), 1–11.
- Olusola, L. (2019, September 19). [How will the fourth digital technological revolution impact our lives, work, future?](#) *The Guardian*.
- Pedulla, D. S., & Thébaud, S. (2015). [Can we finish the revolution? Gender, work-family ideals, and institutional constraint](#). *American Sociological Review*, 80(1), 116–139.
- Riza, S. D., & Tosti-Kharas, F. (2017). [Work as a calling](#). In *The SAGE encyclopedia of industrial and organizational psychology* (2nd. ed., pp. 1744–1747). Thousand Oaks, CA: SAGE.
- Russell, B., & Gottlieb, A. (2004). [In praise of idleness : And other essays \(2nd ed.\)](#). New York, NY: Routledge.
- Seierstad, C., & Kirton, G. (2015). [Having it all? Women in high commitment careers and work-life balance in Norway](#). *Gender, Work & Organization*, 22(4), 390–404. doi:10.1111/gwao.12099

- Stackhouse, J. (2019, May 03). [Are grads ready to succeed in an age of automation?: We'll need workers with 'soft skills' involving such things as communication, collaboration and critical thinking.](#) *Waterloo Region Record*.
- Tartaglia, J. (2016). [Is philosophy all about the meaning of life?](#) *Metaphilosophy*, 47(2), 283–303. doi:10.1111/meta.12176
- Weeks, K. P., & Schaffert, C. (2019). [Generational differences in definitions of meaningful work: A mixed methods study \[PDF\]](#). *Journal of Business Ethics*, 156(4), 1045–1061.
- Weeks, K. P., Weeks, M., & Long, N. (2017). [Generational perceptions at work: In-group favoritism and out-group stereotypes.](#) *Equality, Diversity and Inclusion: An International Journal*, 36(1), 33–53. doi:10.1108/EDI-07-2016-0062
- Wiß, T. (2017). [Paths towards family-friendly working time arrangements: Comparing workplaces in different countries and industries.](#) *Social Policy & Administration*, 51(7), 1406–1430. doi:10.1111/spol.12270.
- Zabel, K. L., Biermeier-Hanson, B. B. J., Baltes, B. B., Early, B. J., & Shepard, A. (2017). [Generational differences in work ethic: Fact or fiction? \[PDF\]](#). *Journal of Business and Psychology*, 32(3), 301–315.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- ADP. (2019). [Evolution of work 2.0: The me vs. we mindset.](#) Retrieved from <https://www.adp.com/resources/articles-and-insights/articles/t/the-evolution-of-work-the-changing-nature-of-the-global-workplace.aspx>
- Aristotle. (n.d.). [Nichomachean ethics: Book V \(W. D. Ross, Trans.\).](#) Retrieved from The Internet Classics Archive: <http://classics.mit.edu/Aristotle/nicomachaen.5.v.html>
- Aristotle. (n.d.). [Politics, Book 7: 1333a \(1\) – 1333b.](#) Retrieved from <http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0058%3Abook%3D7%3Asection%3D1333a>
- Brooks, R. B. (2019, April 29). [The Industrial Revolution in America \[Blog post\]](#). Retrieved from <https://historyofmassachusetts.org/industrial-revolution-america/>
- Daniels, R. J. (2018, September 15). [Please, students, take that 'impractical' humanities course. We will all benefit.](#) Retrieved from http://www.washingtonpost.com/opinions/please-students-take-that-impractical-humanities-course-we-will-all-benefit/2018/09/14/f50b4f3e-b761-11e8-a2c5-3187f427e253_story.html.
- Freedom and Safety. (n.d.). [Here's how work has changed in the past 100 years \[Blog post\]](#). Retrieved from <http://freedomandsafety.com/en/content/blog/heres-how-work-has-changed-past-100-years>
- genderspectrum. (n.d.). [Understanding gender.](#) Retrieved from <https://www.genderspectrum.org/quick-links/understanding-gender/>
- Internet Encyclopedia of Philosophy. (n.d.). [Distributive justice.](#) Retrieved from <https://www.iep.utm.edu/dist-jus/>
- Kosslyn, S. M. (2019). [Are you developing skills that won't be automated?](#) Retrieved from <https://hbr.org/2019/09/are-you-developing-skills-that-wont-be-automated>

- Legal Dictionary. (2016). [Distributive justice](https://legaldictionary.net/distributive-justice/). Retrieved from https://legaldictionary.net/distributive-justice/
- Lewis, R. (2014). [How different cultures understand time](https://www.businessinsider.com/how-different-cultures-understand-time-2014-5?IR=T). Retrieved from https://www.businessinsider.com/how-different-cultures-understand-time-2014-5?IR=T
- Morris, M. (2019). [10 year challenge: The evolution of work \(and what's next\)](http://www.entrepreneur.com/article/327659). Retrieved from http://www.entrepreneur.com/article/327659
- The Noble Leisure Project. (n.d.). [Aristotle on work vs. leisure \[Blog post\]](https://blogs.harvard.edu/nobleleisure/aristotle-on-work-vs-leisure/). Retrieved from https://blogs.harvard.edu/nobleleisure/aristotle-on-work-vs-leisure/
- Velasquez, M., Andre, C., Shanks, T. S. J., & Meyer, M. J. (2014). [Justice and fairness](https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/justice-and-fairness/). Markkula Center for Applied Ethics. Retrieved from https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/justice-and-fairness/

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Unit 1 >> Human Nature

Introduction

What Is Virtue?

Human beings have been working since the beginning of time; however, the definition of what it means to work has evolved as we have evolved. One aspect that has been maintained is the philosophical concept of virtue. Three ancient philosophers created the foundation of much of Western philosophy: Socrates, Plato, and Aristotle. Socrates, known as one of the founders of Western philosophy, lived in ancient Greece and was born around 470 BC. Plato, who was a student of Socrates, later taught Aristotle. The ideas of these three philosophers created a foundation that continues to inform the field of philosophy today.

If Socrates and Plato were to explain the concept of virtue to you today, the conversation may look like this:

Socrates: What virtues are most important for human work, Plato? What do you think?

Plato: Well, courage, justice, piety and holiness, and wisdom are a few virtues that come to mind. What have you learned about virtue in relation to work?

Socrates: Well, before we get too far, perhaps we should start with a definition of 'virtue.' Consider the following as a working definition: a virtue is an excellence of moral or intellectual character.

Welcome to Philosophy of Work course. Work is a part of all of our lives. Some of our work is work for which we receive pay and some of our work is work we do without pay. Throughout the course, we encourage you evaluate your own view on the idea of work and to approach your everyday life with a philosophical lens.

This first week, you will focus on rational work—work that is performed by humans that requires rational thought. We will discuss the difference between work that is financially compensated and work that is done without financial compensation.

To-Do List:

- **Discussion:** Engage in two discussions. The first discussion is about the different types of work in which you participate, and the second discussion is about the idea of calling.
- **What You Need to Know:** Explore several different viewpoints and debates regarding human nature. Read about the concept of free will.
- **Plan:** Review the assignment that is due at the end of Week 2 and begin to plan your work so that you can successfully complete this assignment.

Learning Activities

u01s1 - Activity Overviews

Discussion Overview

For your first discussion this week, you will discuss the concept of work, specifically, compensated work versus work with no compensation.

Discussion Overview

For your second discussion, you will explore whether the work in which you are currently involved is related to a calling or vocation.

u01s2 - What You Need to Know

Human Nature

Philosophy is a discipline that asks the *big questions*, and it asks us about a lot of things. Its curiosity ranges over many questions about the world around us, such as whether God exists, what causation is, and what the ultimate nature of reality is. But philosophy also focuses on us. What is it to be human? What makes us different from other animals? Of course, disciplines like anthropology and psychology are interested in human nature, but they will try to answer questions like these in an empirical way. Philosophy's answers tend to go beyond what can be *proven* with observation. Not only that, when it comes to human nature, philosophers tend to ask questions that cannot be treated empirically at all: Do we have a purpose? What are our most fundamental needs? There are many debates and differing viewpoints about human nature.

Read the following to learn more about some of these:

- Craig, E. (2005). [*The shorter Routledge encyclopedia of philosophy \(2nd. ed.\)*](#). New York, NY: Routledge.
 - Read the entry "Human Nature," page 390, which reviews several different viewpoints and debates regarding human nature.

Free Will

One consideration of human nature that has been debated is the concept of free will. Free will is essentially the idea of the mental ability to choose between options. Philosophers have different opinions on this concept. Most people would agree that the ability to choose is essential to human nature. Learn more about free will by reading the following:

- Frederick, R. (2018). [Free will](#). In R. W. Kolb (Ed.), *The SAGE encyclopedia of business ethics and society* (Vol. 1, pp. 1498–1501). Thousand Oaks, CA: SAGE. doi:10.4135/9781483381503.n494.

Calling and Vocation

A key question for us to ask is about the nature of work and what part it plays in defining us as human beings. We can begin by asking whether an occupation or a job should be something that fits us as the specific individuals we are. Is work a calling? Is there a profession or occupation you were meant to do?

- Riza, S. D., & Tosti-Kharas, F. (2017). [Work as a calling](#). In *The SAGE encyclopedia of industrial and organizational psychology* (2nd. ed., pp. 1744–1747). Thousand Oaks, CA: SAGE.

u01d1 - Write your Discussion Post

Ancient and medieval philosophers thought of human beings as rational animals (that is, embodied rational souls). Basically, this means that while all living things have the capacity to grow, nourish themselves, and reproduce, and animals have the ability to move and perceive, only human beings are possessed of intellect and are capable of rational thought and free choice.

Given that the capacity for rational thought and behavior is an essential characteristic of human beings, human work is an activity that is (or at least can be) rational. Rationally, humans will work for financial compensation, often tied to career and vocation. However, humans will also complete rational forms of work that are not compensated financially; this may include parenting, housework, yardwork, or volunteerism, and more.

For this discussion, address the following:

1. What work do you choose to do that is not financially compensated?
2. What do you enjoy about this work? What type of compensation—if any—do you receive?
3. What are some examples of ways in which you approach this work rationally?

Response Guidelines

Respond to at least two of your classmates. As you draft your responses, share your experiences and anecdotal feedback regarding their posts. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made?

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

u01d2 - Write Your Discussion Post

There is a distinction between work done merely for the sake of earning money, which we may call a job or paid work, and work that is also done for other purposes, such as service, intellectual growth, or artistic creativity, which we may call a calling or vocation.

Consider your personal view of work for pay, and answer these questions:

1. What would you consider to be your calling?
2. Is your career tied to your calling? Why or why not?

Response Guidelines

Respond to at least two of your classmates. As you draft your responses, share your experiences and anecdotal feedback regarding their posts. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made?

Course Resources

Undergraduate Discussion Participation Scoring Guide

u01s3 - Prepare: Assignment Preparation

Your first course assignment is due at the end of Week 2. It is a presentation on the relationship between work and leisure. Take some time this week to review the assignment description and scoring guide, so that you can begin to plan your work accordingly.

Get to Know PowerPoint

If you do not have a lot of experience in using PowerPoint, use the [Capella University Library: PowerPoint Presentations](#) resource to get to know how it works. This offers valuable advice for how to best set up your slides and convey your content.

Unit 2 >> The Nature of Work

Introduction

What Is the Nature of Work?

We've all heard the phrase "live to work" or the phrase "work to live," but everyone interprets this differently. Individuals have different goals in the concept of work. In addition, whole cultures have beliefs on this concept. But what about the idea of leisure? This was actually a debate with ancient philosophers, specifically Aristotle. And if Plato defined work as a "rational, goal-orientated activity," could one argue that leisure can also be goal oriented? For example, someone may train for a marathon for fun, and someone else may sit on the couch to watch a documentary, with the goal of learning more about an interesting topic. Both of these are goal oriented. But are they considered work? Consider this debate as you learn more about these concepts.

During this week, you will explore the nature of work and the concept of leisure in comparison to work. All of this is in comparison to the age-old question: do we live to work or work to live?

To-Do List:

- **Discussion:** Discuss the idea of living to work or working to live.
- **Assignment:** Develop a presentation on the importance of leisure in maintaining a healthy work–life balance.
- **What You Need to Know:** Explore a variety of articles that relate to the concept of leisure and its relationship to work.

Learning Activities

u02s1 - Activity Overviews

Discussion Overview

For your discussion this week, you will engage in a debate with your classmates, deliberating whether people should live to work, or work to live.

Assignment Overview

For this week's assignment, you will create a presentation that focuses on the concept of the nature of work, including the roles of both work and leisure.

Aristotle: Politics, Work, and Leisure

Aristotle is universally recognized as one of the greatest philosophers in history. He lived in ancient Greece in the mid-300s BC. He was the main student of Plato, who himself was a student of Socrates. Aristotle worked in virtually every subject in philosophy and science. Among these concepts was ethics. In his work on ethics, he discussed the concept of work. To learn more about his ideas, read the following:

- Aristotle. (n.d.). [Politics, Book 7: 1333a \(1\) – 1333b](http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0058%3Abook%3D7%3Asection%3D1333a). Retrieved from <http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0058%3Abook%3D7%3Asection%3D1333a>
- The Noble Leisure Project. (n.d.). [Aristotle on work vs. leisure \[Blog post\]](https://blogs.harvard.edu/nobleleisure/aristotle-on-work-vs-leisure/). Retrieved from <https://blogs.harvard.edu/nobleleisure/aristotle-on-work-vs-leisure/>

Work and Leisure

The ancient Greek philosopher Aristotle argues that leisure is not quite so easily defined. He thought there were different types of leisure for different types of occupations and the people who have them. Coming to understand the nature of work might be helped by our coming to understand its opposite, leisure. Is leisure to be understood simply as the time you spend away from work? We sometimes call this free time, which suggests it does not matter what we do with our leisure time. But is leisure so simple?

Read the following to understand more about leisure:

- Russell, B., & Gottlieb, A. (2004). [*In praise of idleness: And other essays \(2nd ed.\)*](#). New York, NY: Routledge.
- Holba, A. (2007). [*Philosophical leisure: Recuperative praxis for human communication*](#). Milwaukee, WI: Marquette University Press.
- Gutting, G. (2012, September 09). [What work is really for](#). *The New York Times*.
- Holligan, A. (2016). [Are you living to work, or working to live?](#) *Leader to Leader*, 2016(82), 53–57. doi:10.1002/ltl.20262

u02a1 - Presentation: The Nature of Work

The end of labor is to gain leisure.

Often attributed to Aristotle

Philosophers such as Aristotle, Bertrand Russell, and Joseph Pieper have argued that paid work is merely a means to leisure, that leisure is a higher good, which is essential for human flourishing, and that work merely for the sake of work does not contribute to human well-being. For this assignment, you will consider not only your opinion on work, but your opinion on the importance of leisure.

For this assignment, imagine this: your team at work is struggling to balance the goods of work with the goods of leisure; at the same time, management expects employees to work long hours and weekends—whatever it takes to get the job done well and on time. Your team asks you to prepare a presentation for management on the importance of leisure in maintaining a healthy work–life balance. You are asked to not only consider the concept of work, but the value and definition of leisure to an overworked and burnt-out team.

The deliverable for this assignment is to create a 5–7-slide PowerPoint presentation. Consider the opinions of philosophers from this week's readings and activities.

Instructions

Draft a presentation that addresses the following:

- Define the philosophical concept of leisure.
- Explain the difference between leisure and laziness.
- Discuss your opinion regarding whether paid work is merely a means to leisure.
- Describe how leisure should be valued in comparison to work.
- Discuss your opinion regarding the importance of leisure as part of a successful life.

Presentation Requirements

Your presentation should meet the following requirements:

- **Length:** 5–7 slides
- **Format:** The format of your presentation must be one that your instructor can access for review and grading.

Refer to the Presentation: The Nature of Work Scoring Guide to ensure you meet all expectations for this assignment.

Note: Your instructor may use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment, once your work has been evaluated. Learn more about the Writing Feedback Tool on the course Tools and Resources page.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies:

- Competency 1: Define different interpretations of work.

- Define the philosophical concept of leisure.
 - Explain the difference between leisure and laziness.
- Competency 4: Develop a personal philosophy of work.
 - Discuss whether paid work is merely a means to leisure.
 - Describe how leisure should be valued in comparison to work.
 - Discuss the importance of leisure as part of a successful life.
- Competency 5: Address assignment purpose in a well-organized text, incorporating appropriate evidence and tone in grammatically sound sentences.
 - Convey clear meaning through appropriate word choice and usage.

u02d1 - Write Your Discussion Post

German philosopher Josef Pieper claimed that the ancient Greeks considered work as merely a means to living a full and free human life that involves family, community, art, thought, religious expression, and other aspects of human culture. However, according to Pieper, we now think of work as an end in itself. We do not work to live, as the Greeks did. Rather, we live to work. We take ourselves to be instruments of labor for the sake of the global economy. As a result of this mindset, we lack peace, freedom, and leisure. We do not pursue a full and free human life.

For this discussion, you will engage in a respectful debate with your peers.

- If your last name ends in A–M, defend this concept: We work to live.
- If your last name ends in N–Z, defend this concept: We live to work.

You may disagree with the concept assigned to you, but this is chance to practice objective debate.

Response Guidelines

Respond to at least two of your classmates who are on the opposing debate team. As you draft your responses, share any experiences and/or anecdotal feedback related to their position as described in their post. How have your personal experiences resonated with their position?

Course Resources

Undergraduate Discussion Participation Scoring Guide

Introduction

The Virtue of Justice

Women's right to vote, child labor laws, ADA, the Civil Rights movement—what do all these events have in common? They were created as a result of injustice. You may have seen the visual of scales representing justice. Balancing an imbalance is called distributive justice. This concept takes place on a large scale. However, you may have also had events in your own life that resulted from injustice.

The concept of justice is a debatable topic. Most would agree that it is important, but how is it defined? If Socrates and Plato had this debate, it might look like this:

Socrates: It seems to me that there are a few virtues that are especially important for human work. For example, justice, wisdom, and temperance.

Plato: Justice is clearly important, insofar as it involves treating people fairly and according to what they deserve, either in terms of praise and reward or blame and punishment.

Socrates: That is a better definition of justice than to say that justice is merely a matter of giving your friends what you owe them. Justice and ethics are connected and are helpful for understanding the philosophy of work. But I think my counterexample to that claim was sufficient to show that it does not adequately characterize justice.

This week, you will focus on the ethics of work; specifically, you will study distributive justice. You will explore events when social change occurred in the workplace as a result of the search for distributive justice.

To-Do List:

- **Discussion:** Discuss how the search for distributive justice spurred social change in the workplace.
- **What You Need to Know:** Review resources related to justice and fairness.
- **Plan:** Begin work on your Week 5 assignment by identifying your interviewees and determining the type of presentation you will create.

Learning Activities

u03s1 - Activity Overviews

Discussion Overview

For your discussion this week, you will focus on distributive justice. You will discuss the time when social change happened in the workplace as a result of the search for distributive justice. You will also support your post with an article from the Capella library.

u03s2 - What You Need to Know

Types of Justice

Ethics is the philosophical study of morality. One of the main topics in ethics is justice, and there are different types of justice. These include retributive justice, distributive justice, and many others. Retributive justice concerns the topic of desert. In other words, retributive justice concerns the fair management of rewards and punishments. Distributive justice concerns the fair distribution of goods and resources in a society. Distributive justice is concerned with the fair distribution of both the good things a society has to offer, and also the burdens that must be taken on by someone. Should wealth be distributed equally? Should it be distributed solely by need? Or should it be distributed according to what people deserve? If the latter, how is that to be determined? How should goods like education, health care, and job training be distributed? Similarly, we have to figure out the fairest way to assign the burdens of life. For instance, what is the most just form of taxation?

You will be discussing distributive justice this week. Read the following to learn more:

- Legal Dictionary. (2016). [Distributive justice](https://legaldictionary.net/distributive-justice/). Retrieved from <https://legaldictionary.net/distributive-justice/>
- Internet Encyclopedia of Philosophy. (n.d.). [Distributive justice](https://www.iep.utm.edu/dist-jus/). Retrieved from <https://www.iep.utm.edu/dist-jus/>

Justice and Fairness

Fairness is a subset of justice. In this sense, it cannot be separated from justice, but justice is a broader topic than fairness. To explore these concepts in more detail, read the following resources:

- Velasquez, M., Andre, C., Shanks, T. S. J., & Meyer, M. J. (2014). [Justice and fairness](https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/justice-and-fairness/). Markkula Center for Applied Ethics. Retrieved from <https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/justice-and-fairness/>

- Aristotle. (n.d.). [Nichomachean ethics: Book V \(W. D. Ross, Trans.\)](http://classics.mit.edu/Aristotle/nicomachaen.5.v.html). Retrieved from The Internet Classics Archive: <http://classics.mit.edu/Aristotle/nicomachaen.5.v.html>

u03d1 - Write Your Discussion Post

Plato considered the concept of social justice as part of ethics. There are different forms of justice; one of these is distributive justice. One could argue that the concepts of distributive justice and distributive injustice have been foundational to many social justice movements over time.

With distributive justice, the distribution of resources is fair and equal. An example of distributive injustice in the workplace may be the perception that some individuals in the workplace are overpaid while others are underpaid, sometimes in the same position.

Talk about a time that social change happened in the workplace as a result of the search for distributive justice. You can select an example from history, or you can select an example from your own experience.

- Identify who was impacted by the change—both positively and negatively.
- Explain why this particular event is of interest to you.

Support your opinion with one article from the Capella library about this change. Be sure to attribute the content from the article to the author of the article. Be sure to also share the link to the article with your classmates.

Response Guidelines

Respond to at least two of your classmates. As you draft your responses, share any experiences and/or anecdotal feedback related to the articles they shared in their post. How have your personal experiences resonated with the event they shared?

Course Resources

Undergraduate Discussion Participation Scoring Guide

u03s3 - Prepare: Assignment Preparation

Your next assignment is due in Week 5. For this assignment, you will interview two people, each representing a different generation. You will compare and contrast their opinions and values related to the ethics of work.

This is a big assignment—you should look at the Week 5 assignment instructions now to get a feel for what you will be discussing, and begin now to schedule time with the two people who you want to interview. You should also determine the format you want for your presentation, and make sure you have read the tutorials you need to successfully produce your presentation.

Unit 4 >> The Ethics of Work: Dignity and Meaning

Introduction

Introducing the Categorical Imperative

One aspect of ethics is dignity. Another aspect is meaning in work. Immanuel Kant was an influential German philosopher who lived from 1724 to 1804 and wrote many important philosophical works, including *The Critique of Reason*. He introduced a concept about dignity and meaning called the Categorical Imperative, which means that one should always treat people as an end and never simply as a means. For example, you as an employee are valued for your inherent worth as a person, and not just for the duties you fulfill at your job.

Let's say that Kant joins the debate:

Kant: Hello my fellow philosophers. I heard you speaking about justice and the ethics of work, and I would love to join your conversation. Have you thought much about the dignity and meaning of work from an ethical perspective?

Socrates: We've touched on it briefly, but would be happy to hear your thoughts!

Kant: I believe that we should treat all persons (including ourselves) with dignity and respect as ends in themselves, and never use people merely as tools to achieve some other end. I call this principle the categorical imperative.

Plato: What does this mean? We should spend some time with you exploring this principle.

This week, you will continue to discuss ethics in the workplace, including concepts articulated by the famous philosopher Kant.

To-Do List:

- **Discussion:** Discuss Kant's categorical imperative, dealing with the way we treat people when we are trying to achieve an objective.
- **What You Need to Know:** Read about workplace ethics, including Kant's categorical imperative. Review a media presentation about ethics in the workplace.
- **Plan:** Continue working on the Week 5 assignment by conducting your interviews.

Learning Activities

u04s1 - Activity Overviews

Discussion Overview

For your discussion this week, you will focus on Kant's categorical imperative, the belief that all persons should be treated with dignity and respect at all times, and never as means to an end.

u04s2 - What You Need to Know

Kant's Moral Philosophy

The key to Kant's moral philosophy is the categorical imperative. Kant believed that this imperative is the fundamental moral principle on which all particular obligations we have in our lives can be grounded. He gave several formulations of it, but the most intuitive version states that you should always treat people (including yourself) as an end and never simply as a means. Kant believed that as rational beings, who are not driven purely by instinct, human beings have an inherent worth and dignity that no other types of beings have. The categorical imperative requires that you respect the worth and dignity of each person (which Kant sometimes called autonomy) by never using them simply as a means to accomplish some goal you have set for yourself. Does this mean it would be wrong to have someone work for you as an employee? After all, you would be using them as a means to making a profit. This would not necessarily violate the categorical imperative. It is morally permissible to use someone to achieve a goal as long as the person has freely chosen (without coercion) to be

used in achieving the goal. But does the categorical imperative morally require that companies make sure that workers are safe when doing their jobs? More controversially, does it require them to ensure the work is at least somewhat meaningful? Ultimately, one wants to create a work culture where there is dignity and meaning. Think about what this means to you as you read the following:

- Bowie, N. E. (1998). [A Kantian theory of meaningful work](#). *Journal of Business Ethics*, 17(9/10), 1083–1092.
- Altman, M. C. (2007). [The decomposition of the corporate body: What Kant cannot contribute to business ethics \[PDF\]](#). *Journal of Business Ethics*, 74(3), 253–266. doi:10.1007/s10551-006-9233-z
- Lucas, K., Manikas, A. S., Mattingly, E. S., & Crider, C. J. (2017). [Engaging and misbehaving: How dignity affects employee work behaviors](#). *Organization Studies*, 38(11), 1505–1527. doi:10.1177/0170840616677634

Ethics in the Workplace

Complete the following Capella media presentation:

- [Ethics in the Workplace](#).
 - This presentation discusses how we preserve our own integrity as moral agents while also dealing with the (potentially conflicting) demands placed on us by all these other people? This presentation will help inform your discussion this week. It will also be useful for your Week 5 assignment.

u04d1 - Write Your Discussion Post

We have probably all heard the expression "the means justified the end." Basically, that means that a person, business, group, et cetera, feels justified in taking whatever actions they deem necessary to get the result they want.

According to one version of Immanuel Kant's categorical imperative, we should treat all persons (ourselves included) with dignity and respect at all times, and never merely as tools to achieve an end. We should consider the respectful and dignified treatment of other persons as an end in itself and separate from any other objective we are trying to achieve.

For this discussion, you will engage in a respectful debate with your peers.

- If your last name ends in A–M, defend this concept: We should treat all persons (ourselves included) with dignity and respect at all times.
- If your last name ends in N–Z, defend this concept: There are times when we must treat someone as a *tool*, or a means to achieve a very important end.

You may disagree with the concept assigned to you, but this is chance to practice objective debate. Feel free to use examples that illustrate your point.

Response Guidelines

Respond to at least two of your classmates who are on the opposing debate team. As you draft your responses, share any experiences and/or anecdotal feedback related to their position as described in their post. How have your personal experiences resonated with their position?

Course Resources
Undergraduate Discussion Participation Scoring Guide

u04s3 - Prepare: Assignment Preparation

Your next assignment is due at the end of Week 5. After completing this week's readings, you should conduct your interviews, as you will need to have enough time to develop your presentation after you have completed your interviews.

Unit 5 >> Gender and Generational Considerations in the Workplace

Introduction

Gender and the Workplace

Socrates, Aristotle, Plato, and Kant didn't hear terms like "co-parenting," "work-life balance," and the "glass ceiling" bandied about in their times, or terms like "Baby Boomer," "Gen X," or "Millennial." However, these days, gender and generational conversations are part of our vocabulary. Workplace philosophy these days includes discussions about gender and about generational differences.

Last week, you learned about ethics. In your assignment this week, you will connect what you learned about ethics to consider how history has influenced generational differences about ethics in the workplace.

To-Do List:

- **Discussion:** Discuss how gender roles have changed both in the workplace and at home over time.
- **Assignment:** Submit an interview and presentation regarding generational differences in workplace ethics.
- **What You Need to Know:** Read articles that deal with changing gender roles and generation differences in the workplace and at home. Also view two Capella multimedia presentations on generation differences.

Learning Activities

u05s1 - Activity Overviews

Discussion Overview

For your discussion this week, you will focus on how gender roles have changed both in the workplace and at home over time.

Assignment Overview

For this week's assignment, you will create a 5–8-minute presentation that shares the results of two interviews you conducted with people from different generations. You will also provide some ideas for working with people across generations.

u05s2 - What You Need to Know

Gender

While equality in the workplace has made strides, there are still many discussions about inequality in the workplace, whether this is through representation or equal pay. Changing gender roles have also influenced this. As you read these articles, consider what your generation was taught about gender, and how you view gender in the workplace based on this influence.

Read the following:

- Pedulla, D. S., & Thébaud, S. (2015). [Can we finish the revolution? Gender, work-family ideals, and institutional constraint](#). *American Sociological Review*, 80(1), 116–139.

- Meeussen, L., Veldman, J., & Van Laar, C. (2016). [Combining gender, work, and family identities: The cross-over and spill-over of gender norms into young adults' work and family aspirations](#). *Frontiers in Psychology*, 7(1781), 1–11.
- genderspectrum. (n.d.). [Understanding gender](https://www.genderspectrum.org/quick-links/understanding-gender/). Retrieved from <https://www.genderspectrum.org/quick-links/understanding-gender/>

Generational Differences

A key issue that many businesses are facing on a regular basis is how to help a multigenerational workforce work peacefully and productively together. As Baby Boomers retire and younger generations continue to enter the workforce, organizations are experiencing growing pains as differing work ethics and expectations impact the ability of employees to effectively work together.

The following articles will shed further light on generational differences and the challenges that arise:

- Weeks, K. P., & Schaffert, C. (2019). [Generational differences in definitions of meaningful work: A mixed methods study \[PDF\]](#). *Journal of Business Ethics*, 156(4), 1045–1061.
- Zabel, K. L., Biermeier-Hanson, B. B. J., Baltes, B. B., Early, B. J., & Shepard, A. (2017). [Generational differences in work ethic: Fact or fiction? \[PDF\]](#). *Journal of Business and Psychology*, 32(3), 301–315.
- Weeks, K. P., Weeks, M., & Long, N. (2017). [Generational perceptions at work: In-group favoritism and out-group stereotypes](#). *Equality, Diversity and Inclusion: An International Journal*, 36(1), 33–53.
doi:10.1108/EDI-07-2016-0062

Capella Multimedia

In your assignment this week, you will describe the results of two interviews you conducted with people from different generations. The following media pieces will help you complete your assignment by highlighting some of the different beliefs and values held by people in different generations, along with some tips for helping a multigenerational workforce work well together.

- [Generational Themes](#).
- Ten Principles for Working Across Generations.

u05a1 - Interview: Generational Differences Regarding Workplace Ethics

Overview

Kant's humanity formula states that all human beings have absolute value as persons and thus should be treated with respect and dignity as ends and never used merely as means. In other words, human beings should never be used as tools but should always be respected as absolutely valuable ends in themselves. For example, if you

visit a grocery store, you should treat the cashier as an end, that is, as a person of worth who offers more than just serving as a means to your end of obtaining food. Do not treat the cashier as a tool for obtaining food. Rather, treat the person with respect and dignity. Smile and be polite. Perhaps, look for opportunities for meaningful conversation, et cetera.

While this concept is timeless, different generations may have different views on how this concept looks within the workplace. In addition, changing expectations related to gender influence this concept. For this assignment, imagine you are presenting to a group of human resource professionals at a conference. This group is interested in improving gender and generational conversations at the workplace, so they are interested in different opinions surrounding this topic. You want to take a philosophical approach to this topic, so you decide to use Kant's humanity formula as a guidance.

Instructions

Part 1: Interview

For your interview:

1. Select two individuals from different generations (Baby Boomer, Gen X, Gen Y (Millennial), and Gen Z (Centennial)).
2. Conduct each interview using the questions provided on your [Interview Worksheet \[DOC\]](#). Use a separate worksheet for each interviewee.
3. Record their responses in the spaces provided.

Part 2: Presentation

Once you have completed both of the interviews, create a 5–8-minute audio presentation in which you do the following:

1. Explain how Kant's humanity formula influenced your understanding of the interview.
2. Compare similar themes in the responses.
3. Contrast noticeable differences in the responses.
4. Explain how generational differences may have influenced the responses.
5. Explain how changing expectations with gender influenced the responses.

You may choose the format of your presentation. Some suggestions are:

- A 6–12-slide PowerPoint presentation (or another choice of presentation software) with audio. Refer to the PowerPoint section of the Tools and Resources page for PowerPoint tutorials.
- A 5–8-minute presentation recorded using Kaltura, a program offered by Capella that records audio and video. Refer to the Audio and Video in this Course section of the Tools and Resources page for more information.
- A 5–8-minute podcast.

Submit both interview worksheets and your presentation. Include a transcript of your presentation.

Presentation Requirements

Your presentation should meet the following requirements:

- **Length of recording:** 5–8 minutes.
- **Length of slideshow (if using):** 6–12 slides.
- **Format:** The format you choose for your presentation must be one that your instructor can access for review and grading. Do not submit files from non-standard software programs. You can reference Capella's [Computer Requirements](#) for more information about our standard software programs. Depending on the format you choose, upload or attach your presentation to the assignment area or provide a link in the submission box. Make sure to give your instructor access to the recording if necessary.

Refer to the Interview: Generational Differences Regarding Workplace Ethics Scoring Guide to ensure you meet all expectations for this assignment.

Note: Your instructor may use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment, once your work has been evaluated. Learn more about the Writing Feedback Tool on the course Tools and Resources page.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies:

- Competency 1: Define different interpretations of work
 - Compare and contrast generational differences regarding the interpretation of work.
- Competency 2: Discuss the historical, cultural, and ethical impact of the philosophy of work.
 - Apply Kant's moral philosophy to generational differences in workforce and workplace ethics.
- Competency 3: Explore the historical relationship between gender and work.
 - Explain how changing expectations with gender influenced the responses.
- Competency 5: Address assignment purpose in a well-organized text, incorporating appropriate evidence and tone in grammatically sound sentences.
 - Convey clear meaning through appropriate word choice and usage.

Equality in the workplace is an expectation. However, there are still situations where this has not been attained. One area that has been associated with inequality is gender. Gender roles have changed over the last few generations, and cultural understanding of the concept of gender is continuing to evolve and change. Of course, these changes are present in the workplace.

Use the Capella library to find an article that discusses how the concept of gender roles has changed the workplace over time? You can select the period of time you wish to discuss. This can be over the last few generations, or this can even be in the last decade.

Once you have selected and read your article, complete the following

- Identify the time period you have selected, and describe the changes in the workplace that have occurred as a result of the evolution of gender roles.
- Discuss how those changes have impacted your job or your chosen profession.
- Analyze how your career may continue to evolve as changes in gender roles continues to occur.

Response Guidelines

Respond to at least two of your classmates. As you draft your responses, share your experiences and anecdotal feedback regarding their posts. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made?

Course Resources
Undergraduate Discussion Participation Scoring Guide

Unit 6 >> Cultural Influences on Work

Introduction

The World of Work

Trade has existed since the beginning of humanity. The philosophical approaches to cultures have unique views and philosophies on the subject of work. A conversation between Socrates and Plato these days may look like this:

Socrates: I spoke with a gentleman this morning who told me that the chariot we saw yesterday is called a train, and that it travels along a system of tracks to deliver goods to different communities, and sometimes even different countries! Trade is much more widespread now than it was back in the day in our city of Athens. In fact, the network of trade now includes the entire planet. Goods from one part of the world can be shipped to another part thousands of miles away.

Plato: So the cultures of work in different parts of the world are united by global trade?

Socrates: I suppose you're right.

Plato: I wonder what some of the similarities and differences are regarding conceptions and practices of labor around the world.

Socrates: That is a very interesting question to pursue!

This week, you will explore how different cultures around the world view work, and how those differing viewpoints impact work practices. In particular, you will discuss differing concepts of time, and how those concepts are integrated into the workplace.

To-Do List:

- **Discussion:** Discuss your relationship with time and share interactions that have occurred because of different interpretations of time.
- **What You Need to Know:** Read articles on how work philosophies and practices differ by culture.
- **Plan:** Plan for the assignment due at the end of next week, in which you will create a blog post for high schoolers that explores the evolution of a profession of interest to you, and how that evolution has been impacted by historical events, cultural influences, technology, and changes in gender roles.

Learning Activities

u06s1 - Activity Overviews

Discussion Overview

For your discussion this week, you will focus on cultural differences related to the perception of time.

The Impact of Culture

Work philosophies and practices differ by culture. For example, in Latin America, people are more inclined to take longer lunch hours and take longer vacations compared to the United States. In Germany, people are inclined to strive for work efficiency and thus tend to fewer hours during the week compared to people in the United States.

One of the areas cultures differ is time. Read this article to learn more about some of these differences:

- Lewis, R. (2014). [How different cultures understand time](https://www.businessinsider.com/how-different-cultures-understand-time-2014-5?IR=T). Retrieved from <https://www.businessinsider.com/how-different-cultures-understand-time-2014-5?IR=T>

Another area is family leave:

- Wiß, T. (2017). [Paths towards family-friendly working time arrangements: Comparing workplaces in different countries and industries](#). *Social Policy & Administration*, 51(7), 1406–1430. doi:10.1111/spol.12270.
- Seierstad, C., & Kirton, G. (2015). [Having it all? Women in high commitment careers and work–life balance in Norway](#). *Gender, Work & Organization*, 22(4), 390–404. doi:10.1111/gwao.12099

u06d1 - Write Your Discussion Post

As you learned in the readings this week, different cultures have unique interpretations of time. These relationships with time can be linear, cyclical, or multi-active.

Consider your readings this week, and then address the following:

- Describe your relationship with time. How does this reflect your culture?
- Think about a time that you have had a humorous or difficult interaction because of a different interpretation of time and describe this to your classmates.

Response Guidelines

Respond to at least two of your classmates. As you draft your responses, share your experiences and anecdotal feedback regarding their posts. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made?

Unit 7 >> The Evolution of Work

Introduction

The Evolution of Work

Consider this scene: It is the 1800s and you live on a farm with your family. More and more people move to the city for work. You decide to do so, too. When you arrive, you find that the factories are overcrowded and unhealthy. However, there are new advancements all the time, such as printers, telephone, telegraphs, and the sewing machine. In general, machines both allow for more work and threaten the livelihood of other professions.

Now, consider this: work has evolved over time. New inventions replace manual labor, and new careers are created. As humanity moves into the 1950s and beyond, digital technology starts to evolve and change the world. As this progresses, again, new careers are created and people find new ways of doing century's old work, like going to school—but online this time!

This week, you will consider work in a historical context. For example, you will learn about two revolutions that changed the history of work: the Industrial Revolution and the digital revolution.

To-Do List:

- **Discussion:** Discuss how the digital revolution has—and will—impact your current line of work.
- **Assignment:** Submit your assignment, a blog post for high school students, tracing the history and predicting the future of a job or profession of your choice.
- **What You Need to Know:** Review the History of Work Timeline media, and then read the information regarding the impact of the digital revolution on current work practices.

Learning Activities

u07s1 - Activity Overviews

Discussion Overview

For your discussion this week, you will discuss the ways that the digital revolution has and will continue to impact your current work.

Assignment Overview

For this week's assignment, you will create a blog post for high school students, tracing the history and predicting the future of a job or profession of your choice.

u07s2 - What You Need to Know

The History of Work

As humanity has evolved, so has the definition and understanding of work. Review the following Capella media presentation:

- [History of Work Timeline](#).
 - This chronicles the significant events throughout history that have contributed to the evolution of work. This timeline will help inform your Week 7 assignment.

Revolutions

The Industrial Revolution was one of the first technological revolutions in recent history. During the Industrial Revolution, there were many changes that affected by work and culture. For example, people moved to cities to work in factories. This changed the culture of both the small towns and urban areas. In addition, there were many inventions that influenced our world today, such as expanded transportation with the railroad and the invention of electricity.

Read more about this revolution here:

- Brooks, R. B. (2019, April 29). [The Industrial Revolution in America \[Blog post\]](https://historyofmassachusetts.org/industrial-revolution-america/). Retrieved from <https://historyofmassachusetts.org/industrial-revolution-america/>
- Hindman H. D. (Ed.). (2009). [The world of child labor: An historical and regional survey](#). New York, NY: Routledge.
 - "Child Labor in the Industrial Revolution," pages 38–44, from Section 2: "More Developed Regions of the World."

A second revolution was the digital revolution, which marked the shift to most of the technology we use today, such as computers, cell phones, and continuing evolution of the internet:

- Hundley, R. O., Anderson, R. H., Bikson, T. K., & Neu, C. R. (2003). [*The global course of the information revolution: Recurring themes and regional variations*](#). Santa Monica, CA: RAND.
 - Chapter 5, "The Information Revolution Both Shapes and Is Shaped by Social and Cultural Values in Significant Ways," pages 90–99.
- Olusola, L. (2019, September 19). [How will the fourth digital technological revolution impact our lives, work, future?](#) *The Guardian*.

u07a1 - One Profession: Past, Present, and Future

Overview

As you have progressed through this course, you have explored how historical events, cultural influences, and the evolution of gender roles and expectations have impacted a variety of issues related to work practices and philosophies. Some major impacts over the last century include:

- A massive generational shift in the workforce as Baby Boomers retire.
- Huge leaps in technology that have created many new jobs and rendered some obsolete.
- Changing cultural demographics in the workforce.
- How and where we do our jobs.
- The impact of social media on the way we communicate, both at and away from work.
- A shift in population—rural communities and farm life have changed drastically as people migrate to more urban areas.

For this assignment, imagine you have been invited to write a blog post (or article) by a guidance counselor at your local high school. This will be included on a web page for high school students who are interested in different careers. The goal is to give students a chance to learn from people representing a variety of professions.

Instructions

For this assignment, select a profession that is of interest to you. This can be your current work, a profession you are interested in pursuing, or perhaps a career or vocation (such as farming, religious life, politician, housewife, or stay-at-home dad) that piques your interest. Then, write a blog post in which you include the following:

- Provide a brief history of the job or profession.
- Describe the influence of technology on this profession.
- Explain how changing cultural influences have impacted the job or profession.

- Describe how the changing perceptions of gender in the workplace impacts a job or profession.
- Predict how the profession will evolve in the future.

Support your work with two articles from the Capella library.

Additional Requirements

Your assignment should also meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **Length:** 2–3 typed, double-spaced pages.
- **Citations:** Research and attribution is important, so include links to the Capella articles.
- **Font and font size:** Times New Roman, 12 point.

Refer to the One Profession: Past, Present, and Future Scoring Guide to ensure you meet all expectations for this assignment.

Note: Your instructor may use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment, once your work has been evaluated. Learn more about the Writing Feedback Tool on the course Tools and Resources page.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Define different interpretations of work.
 - Provide a brief history of a job or profession.
- Competency 2: Discuss the historical, cultural, and ethical impact of the philosophy of work.
 - Describe the influence of technology on this profession.
 - Explain how changing cultural influences have impacted a job or profession.
 - Predict how the profession will evolve in the future.
- Competency 3: Explore the historical relationship between gender and work.
 - Describe how the changing perceptions of gender in the workplace impacts a job or profession.
- Competency 5: Address assignment purpose in a well-organized text, incorporating appropriate evidence and tone in grammatically sound sentences.
 - Use varied sentence structure and correct grammar to convey clear meaning and engage readers.

The digital revolution has had immense impact on all of our lives, from the way we learn, communicate, entertain ourselves, shop, and work.

For this discussion, examine your current work situation (or career path), and describe how that work has evolved since the onset of the digital revolution. As technology continues to influence your career, will its evolution continue to be aligned with your personal values and ethics?

Response Guidelines

Respond to at least two of your classmates. As you draft your responses, share your experiences and anecdotal feedback regarding their posts. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made?

Course Resources
Undergraduate Discussion Participation Scoring Guide

Unit 8 >> Work–Life Balance

Introduction

Work to Live, or Live to Work?

In an earlier unit, the concept of leisure was discussed. But the concept of work-life balance is important as well. Let’s revisit our course guides:

Socrates: I get the sense, Plato, that a lot of people in this time and place spend a lot of time working and purchasing consumer items.

Plato: We used to say that work was something to do for the sake of cultured leisure. We worked for the sake of living a life that enabled us to realize our potential as human beings, to develop intellectually, morally, and spiritually. But as I look at what's going on around us, it seems like a lot of these people live to work. Do you think that they view work in the opposite way?

Socrates: As if our lives are valuable only for the sake of work? I have always found this very perplexing. As I once asked my fellow

Athenians, "Why do you care so much about laying up the greatest amount of money and honor and reputation, and so little about wisdom and truth and the greatest improvement of the soul, which you never regard or heed at all?"

Finding a healthy and desirable work–life balance that reflects your personal values is a struggle that many of us can relate to. This week, you will explore your own work–life balance by first prioritizing the activities in which you participate each week, based on your personal values. Then you will complete a work–life balance worksheet that will allow you to first look at the way you currently spend your time, and then restructure your weekly activities based on your values.

To-Do List:

- **Discussion:** Discuss the concept of work–life balance and determine what you would like your personal work–life balance, based on your personal ethics and values, to be.
- **What You Need to Know:** Review the information provided that relates to work–life balance.
- **Interactive Learning Module:** Complete the Prioritizing Work–Life Balance and Goals Interactive Learning Module, which will help you prioritize the activities in which you currently engage, or wish to incorporate into your life.
- **Prepare:** Complete the Work–Life Balance Worksheet.

Learning Activities

u08s1 - Activity Overviews

Discussion Overview

For your discussion this week, you will discuss the concept of work–life balance and determine what you would like your personal work–life balance, based on your personal ethics and values, to be.

u08s2 - What You Need to Know

Work–Life Balance

Work–life balance is a balance we all try to achieve as we manage multiple goals. How does one balance their work-life with their life outside of work? Everyone has their own approach to this. There are many discussions about this concept, and the idea of work–life balance continues to evolve as working styles and situations

evolve. One of the reasons that this is a consideration is that stress affects employees, both physically and mentally.

The following resources provide more insight into this much-debated and considered topic:

- Donovan, M. (2016). [*The golden apple: Redefining work-life balance for a diverse workforce*](#). Brookline, MA: Bibliomotion.
 - Chapter 1, "Why Is Work–Life Balance Important?"
- Morris, M. (2019). [10 year challenge: The evolution of work \(and what's next\)](http://www.entrepreneur.com/article/327659). Retrieved from <http://www.entrepreneur.com/article/327659>
- Freedom and Safety. (n.d.). [Here's how work has changed in the past 100 years \[Blog post\]](http://freedomandsafety.com/en/content/blog/heres-how-work-has-changed-past-100-years). Retrieved from <http://freedomandsafety.com/en/content/blog/heres-how-work-has-changed-past-100-years>
- ADP. (2019). [Evolution of work 2.0: The me vs. we mindset](https://www.adp.com/resources/articles-and-insights/articles/t/the-evolution-of-work-the-changing-nature-of-the-global-workplace.aspx). Retrieved from <https://www.adp.com/resources/articles-and-insights/articles/t/the-evolution-of-work-the-changing-nature-of-the-global-workplace.aspx>
- Finding Balance.
 - This Capella multimedia presentation is a type of mini case study that illustrates how easily a person's work–life balance can be drastically altered due to a series of circumstances beyond the control of the individual.

u08v1 - Interactive Learning Module: Prioritizing Work–Life Balance and Goals

This Interactive Learning Module has a dual purpose—you will use it as the basis for your discussion this week and to complete your Week 9 assignment.

This exercise will help you rate and prioritize personal values that help inform your personal work ethic and also prioritize the activities that comprise your work–life balance so that you can develop an action plan to attain balance in both your personal and professional lives.

Course Resources

Prioritizing Work–Life Balance and Goals

u08s3 - Prepare: Discussion Preparation

Complete the [Work–Life Balance Worksheet \[XLSX\]](#), following the instructions at the top of the worksheet. You will use this completed worksheet to help you draft this week's discussion.

u08d1 - Write Your Discussion Post

Earlier this week, you viewed the Finding Balance presentation, which is a type of mini case study. You also participated in an exercise that helped you rate and prioritize personal values that help inform your personal work ethic, and then you completed a worksheet where you prioritized the activities that comprise your work–life balance.

Using what you learned from those activities, complete the following

- Identify the discrepancies you have discovered between the way you actually spend your time each week and the balance you would like to achieve in your life. Address the following:
 - What are the barriers in your current work–life balance that are preventing you from achieving your desired work–life balance?
 - What are the moral and ethical dilemmas you will face in trying to achieve your goals?
 - What values and ethics does your revised work–balance plan reflect, and why are these important to you?
 - How would you describe what you plan to do that will help you achieve your desired work–life balance, based on personal values and ethical principles?

Response Guidelines

Respond to at least two of your classmates. As you draft your responses, share your experiences and anecdotal feedback regarding their posts. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made?

Course Resources

Undergraduate Discussion Participation Scoring Guide

Personal Philosophies of Work

If Socrates and Plato visited the world today, how would they consider the idea that everyone has a personal philosophy on work?

Socrates: It's surely been interesting to see how the philosophies of work have evolved over the centuries! In this present time, it seems like philosophies of work vary widely and the virtues that people hold dear continue to change.

Plato: It would be interesting to learn more about how these newer generations view the concept of work and what influences their beliefs surrounding work.

Socrates: You mean asking several people about their personal views of the meaning and significance of work?

Plato: Yes.

Socrates: That would be a great way to learn about how people in this present day view the topics of work, leisure, and life in general!

This week, you will synthesize all of the information you have learned throughout the course to draft your own personal philosophy of work to complete the final assignment and this week's discussion.

To-Do List:

- **Discussion:** Summarize your personal philosophy of work for your peers.
- **Assignment:** Create your personal philosophy of work.
- **What You Need to Know:** Your assigned readings will help you learn more about people's definitions of the meaning and purpose of life. As you read these, think about how these may apply to the idea of meaningful work—both paid and unpaid. This will form the basis of your assignment this week. It will also be the topic of this week's discussion.

Learning Activities

u09s1 - Activity Overviews

Discussion Overview

For your discussion this week, you will summarize your personal philosophy of work and share it with your peers.

Assignment Overview

For this week's assignment, you will submit an essay that outlines your personal philosophy of work.

u09s2 - What You Need to Know

Personal Philosophy of Work

It is natural for human beings to wonder why things are the way they are. We are not all Socrates, but we are all philosophers, just based on our own human nature. In fact, Socrates, Plato, and Aristotle agree with this concept that they taught: philosophy begins in wonder.

Part of this wonder is to decide one's place in their own world, which is invariably connected to work, and in a larger sense, purpose. As you consider this concept for your assignment this week, read the following to learn more about people's definitions of the meaning and purpose of life. As you read these, think about how these may apply to the idea of meaningful work—both paid and unpaid.

- Tartaglia, J. (2016). [Is philosophy all about the meaning of life?](#) *Metaphilosophy*, 47(2), 283–303.
doi:10.1111/meta.12176
- Danaher, J. (2017). [Will life be worth living in a world without work? Technological unemployment and the meaning of life \[PDF\]](#). *Science and Engineering Ethics*, 23(1), 41–64.
doi:http://dx.doi.org.library.capella.edu/10.1007/s11948-016-9770-5

u09a1 - Personal Philosophy of Work

Overview

In this course, you have learned about how different philosophers discuss work. You have also become a philosopher yourself. For this final assignment, imagine you are a philosopher like Kant, Aristotle, and the rest, and create your own philosophy of work.

Instructions

Write an essay of 3–4 pages in which you describe your philosophy of work based on what you have learned in this class, including the activities you completed earlier in this week. In your essay:

- Provide a personal philosophy of work.
- Discuss ways in which work can contribute to a life of meaning, value, and purpose.
- Discuss the difference between work as a calling and work done merely for money.
- Address assignment purpose in a well-organized text, incorporating appropriate evidence and tone in grammatically sound sentences.

Additional Requirements

Your assignment should also meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **Length:** 2–3 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Refer to the Personal Philosophy of Work Scoring Guide to ensure you meet all expectations for this assignment.

Note: Your instructor may use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment, once your work has been evaluated. Learn more about the Writing Feedback Tool on the course Tools and Resources page.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Define different interpretations of work.
 - Discuss the difference between work as a calling and work done merely for money.
- Competency 4: Develop a personal philosophy of work.
 - Provide a personal philosophy of work and its purpose.
 - Discuss ways in which work can contribute to a life of meaning, value, and purpose.
- Competency 5: Address assignment purpose in a well-organized text, incorporating appropriate evidence and tone in grammatically sound sentences.
 - Adhere to the rules of grammar, usage, and mechanics.

You have learned about different philosophers in this course. You have also learned about how philosophy can connect to work. You are completing an assignment about your own philosophy of work. For this discussion, summarize your personal philosophy for your peers.

Response Guidelines

Respond to at least two of your classmates. As you draft your responses, share your experiences and anecdotal feedback regarding their posts. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made?

Course Resources
Undergraduate Discussion Participation Scoring Guide

Unit 10 >> The Future of Work

Introduction

The Future of Work

The world continues to change all the time, which affects everyone’s disciplines. What will be the future of work in your own profession? What is the future of work in general?

Socrates: Well, Plato hasn’t it been fascinating to be able to review the history of work in such a pleasant fashion?

Plato: It certainly has—not in my wildest dreams would I ever imagine such innovations in the nature of work. I had to see it to believe it!

Socrates: It makes me curious. It seems that through the ages, these changes have really accelerated with the passage of time—things seem to be moving at the speed of light (now, how did I know about that ... hmm). It makes me curious to know what’s next in the future of work.

Plato: I heard someone mention automation ... shall we see what that’s all about?

Congratulations, you have made it to Week 10! Throughout the course, you have been exploring how differing philosophies have impacted the evolution of the world of work, culminating in the development of your own personal philosophy of work. In this last week, you will explore the future of work, taking a look at how automation may impact our work moving forward.

To-Do List:

- **Discussion:** Discuss the impact that automation may have on your current job or profession.
- **What You Need to Know:** Read the articles provided that address the future of work, and then use the Capella library to find two sources that deal with automation and its impact on the future of work.

Learning Activities

u10s1 - Activity Overviews

Discussion Overview

For your discussion this week, you will discuss the impact automation may have on your chosen field of work over the next 50 years.

u10s2 - What You Need to Know

We are living in the future right now. As all of our career and disciplines evolve, the future of work will evolve. There will be consistencies among different career fields. There will be new fields we do not even know about yet and there will be jobs or responsibilities that will be replaced by new concepts. While we cannot tell the future, we can start to look at trends and information that happening now.

The Age of Automation and Soft Skills

There are many skills that cannot be replaced by automation, namely soft skills unique to each individual. To gain a perspective on this, read the following article:

- Stackhouse, J. (2019, May 03). [Are grads ready to succeed in an age of automation?: We'll need workers with 'soft skills' involving such things as communication, collaboration and critical thinking](#). *Waterloo Region Record*.

You can also learn how to develop your own soft skills. One way to do this in your education is to learn about disciplines outside of your career path, for example, humanities and philosophy. For more perspective, read the

following:

- Kosslyn, S. M. (2019). [Are you developing skills that won't be automated?](https://hbr.org/2019/09/are-you-developing-skills-that-wont-be-automated) Retrieved from <https://hbr.org/2019/09/are-you-developing-skills-that-wont-be-automated>
- Daniels, R. J. (2018, September 15). [Please, students, take that 'impractical' humanities course. We will all benefit.](http://www.washingtonpost.com/opinions/please-students-take-that-impractical-humanities-course-we-will-all-benefit/2018/09/14/f50b4f3e-b761-11e8-a2c5-3187f427e253_story.html) Retrieved from http://www.washingtonpost.com/opinions/please-students-take-that-impractical-humanities-course-we-will-all-benefit/2018/09/14/f50b4f3e-b761-11e8-a2c5-3187f427e253_story.html.

u10d1 - Write Your Discussion Post

For this discussion, consider the future of work in your own field. How do you think your career field will change over the next 50 years? For example, scholars believe that artificial intelligence and automated technology will replace many jobs in the tech and service industries, and that people who possess skills developed by studying philosophy and other areas of the humanities will be in demand for the future workforce. How do you think automation might influence your field over the next 50 years?

Search the Capella library to find two sources that support your discussion post. Post the links to your supporting documentation in the discussion area for your classmates to peruse.

Response Guidelines

Respond to at least two of your classmates. As you draft your responses, share your experiences and anecdotal feedback regarding their posts. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made?

Course Resources

Undergraduate Discussion Participation Scoring Guide