










5.00 credits

30.0 h

Q2

Teacher(s)	Paye Olivier ;
Language :	French
Place of the course	Bruxelles Saint-Louis
Prerequisites	<i>The prerequisite(s) for this Teaching Unit (Unité d'enseignement – UE) for the programmes/courses that offer this Teaching Unit are specified at the end of this sheet.</i>
Learning outcomes	<p><b>At the end of this learning unit, the student is able to :</b></p> <p>The general aim is to familiarize the students with a general approach of political sociology that focuses on a major social issue in the Western world: the inclusion/exclusion role of labour in society and the evolution of mechanisms of social protection set up by states in relation with employment.</p> <p>This topic will be studied in the Belgian context through a general perspective of political sociology that has drawn on the scientific work, which has addressed this subject in terms of "social question". This expression marks a double analytical ambition: contextualize the current problems linked to labour, employment and social protection in a historical perspective, and relate their existence to the general processes of integration, especially through work, which are implemented in the modern Western societies in order to insure their cohesion.</p> <p>At the end of the lectures, it will be hoped that students have acquired a global framework of analysis of the multiple current socio-economic issues in Belgium as well as in the Western countries. They would be able to own a specialized vocabulary appropriated to the specific political area they are studying as well as to have an accurate view of : the causes, content and magnitude of social problems related to labour and jobs; the terms of the historical and contemporary debates over them; the range of the main solutions which have been proposed to solve these problems.</p>
Evaluation methods	<p>The course will not lead to an exam but to the submission, just before the beginning of the exam session, of two individual written works, each marked out of ten points and each of a volume of approximately 3 pages (sides). The first one, the "analysis essay", will consist in putting into perspective, from the elements of the course material, a public action device developed in the course. Each student will have to choose "his/her" device from a closed list. The second, the "position paper", will consist of a personal argued position in the debate introduced by the reading portfolio. A more precise document outlining the content and form of these two notes will be available on the course Moodle site.</p> <p>The two notes must be submitted, exclusively in digital form, on the course site no later than the day before the start of the examination session. In the first session, any late submission of a grade will result in the loss of one point out of 10 per day of late submission. In the second session, no lateness will be tolerated. If the student has not acquired the credits for the course at the end of the first session, he/she is free to submit an analysis note or a recommendation note in the second session in a version identical to the one submitted in the first session. These evaluation procedures will also apply if the courses and examination sessions are held online due to circumstances related to the Covid-19 crisis.</p>
Teaching methods	<p>Lectures are based on a course syllabus and PowerPoint presentations.</p> <p>Even if this course is a lecture, it is open to any debate and students' participation. To stimulate its, lecture notes and the ppt presentation will be at the disposal of students at the beginning of the course. Students are invited to read previously the pertinent sections of the lecture notes so that the interactions in the classroom can focus itself on their own specific questions and topics (= inverted classroom type of learning).</p> <p>For the personal homework, students have to read a portfolio which contents a selection of texts related to a contemporary debate : since the 2020-21 academic year, the discussions about the opportunity to introduce into social protection systems a basic income.</p> <p>Each student will be required to master the terms of the issue at stake in the texts in the reading portfolio in order to be able to take an argued position in this debate (see next section, "position paper").</p>
Content	<p>that focuses on a major social issue in the Western world: the inclusion/exclusion role of labour in society and the evolution of mechanisms of social protection set up by states in relation with employment.</p> <p>This topic will be studied in the Belgian context through a general perspective of political sociology that has drawn on the scientific work, which has addressed this subject in terms of "social question". This expression marks a double analytical ambition: contextualize the current problems linked to labour, employment and social protection in a historical perspective, and relate their existence to the general processes of integration, especially through work, which are implemented in the modern Western societies in order to insure their cohesion.</p> <p>The course is divided into three parts.</p>

	<p>In the first part, we will first introduce briefly to the analytical framework. Then we will give a general overview of the contemporary situation in Belgium in a sociological as well as in a legal perspective. Phenomena as employment/unemployment, incomes, poverty, social dialogue, social protection will be scrutinized.</p> <p>In the second part, we will try to understand the contemporary situation in reference to the past. We will adopt an historical perspective focalized firstly on the first social question that has been addressed in the 19th century, during the industrialization. It is concerned with the nature of the then social problems, with their relation to work, with the main ways that have been proposed to solve them and with the social, political and legal processes that have lead to their structural resolution thanks to the institutionalization of the Welfare State, at the end of the Second World War and during its expansion during the « Trente Glorieuses ».</p> <p>Finally, in the last part, we will focus on the resurgence of social problems related to work during the last fifty years. These show characteristics that are partially similar to those of the problems that aroused the original social question, and justify therefore the fact that some political sociologists call it « the new social question ». After having determined the importance and the origins of these new problems related to work in our society, we will discuss the measures that have been adopted against it by public power and the main solution mode that are currently taken into account and/or effectively implemented to curb these new problems.</p>
<p>Inline resources</p>	<p>The class has a Moodle webpage on which the students will find, amongst other things, the following documents: the up-to-date version of the Power Point slides' portfolio, a set of guidelines for the homework, a document listing the bibliographic and webographic sources for the course material.... An online forum is also available for the students to ask any question, provide some answers to their co-students, and communicate with the professor.</p>
<p>Bibliography</p>	<p>Le cadrage général du cours s'inspire principalement des travaux suivants :</p> <p>Robert CASTEL, Les métamorphoses de la question sociale. Chronique du salariat, Paris, Gallimard (Folio. Essais 12, n°349), 1999.</p> <p>Jacques COMMAILLE, Les nouveaux enjeux de la question sociale, Paris, Hachette, 1997.</p> <p>Andrea REA, La société en miettes. Épreuves et enjeux de l'exclusion, Bruxelles, Labor (Quartier libre), 1997.</p> <p>Pierre ROSANVALLON, La nouvelle question sociale. Repenser l'État-providence, Paris, Seuil, 1995.</p> <p>Un document reprenant les sources bibliographiques et webographiques de la matière du cours est consultable sur le site de cours.</p> <p>En parallèle, le cours s'appuie aussi, pour ses activités impliquantes, sur un portefeuille de lecture (voir rubriques précédentes).</p>
<p>Faculty or entity in charge</p>	<p>ESPB</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor in Law	<a href="#">DROB1BA</a>	5	<a href="#">BDROI1124</a>	
Bachelor in Law French-Dutch (and French-Dutch-English)	<a href="#">DRNB1BA</a>	5	<a href="#">EMHUB1120</a>	
Bachelor in Information and Communication	<a href="#">COMB1BA</a>	5	<a href="#">BESPO1162</a>	
Bachelor in Information and Communication (French-English)	<a href="#">COAB1BA</a>	5	<a href="#">BESPO1165</a>	
Bachelor in Information and Communication (French-Dutch-English)	<a href="#">COTB1BA</a>	5	<a href="#">BESPO1165</a>	
Bachelor in Sociology and Anthropology	<a href="#">SOCB1BA</a>	5	<a href="#">BESPO1162</a>	
Bachelor in Sociology and Anthropology (French-English)	<a href="#">SOAB1BA</a>	5	<a href="#">BESPO1165</a>	
Bachelor in Sociology and Anthropology (French-Dutch-English)	<a href="#">SOTB1BA</a>	5	<a href="#">BESPO1165</a>	
Bachelor in Political Sciences	<a href="#">SPOB1BA</a>	5	<a href="#">BESPO1162</a>	
Bachelor in Political Sciences (French-English)	<a href="#">SPAB1BA</a>	5	<a href="#">BESPO1165</a>	