



# **Annotated Bibliography Series: Flexible Labour**

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## Summary

- As the labour market has become more flexible around the world, academia has followed suit. Fewer faculty are now in tenure track positions and consequently, have less power.
- Most careers require a university education, yet workers around the world with university degrees are often underemployed or are on contract
- Flexible workers are also less likely to have health benefits, for example
- Marginalized groups such as students and people with disabilities are often worse off and more likely to hold precarious employment

## Annotated Bibliography

Altbach, P. G. 2001. Academic freedom: International realities and challenges. *Higher Education* 41: 205–219.

Cited by: 168

This journal article discusses issues of academic freedom around the world. One of the central issues arising from it is how involved academics should be in social and political issues. Many people argue that universities should remain neutral, though both students and professors have been instrumental in certain political movements. Much of the article looks at issues in developing countries while the section on industrialized countries does allude to neoliberalism, as Altbach brings up questions around online courses and the corporatization of universities. As governments have funded basic research less and less, corporations are more interested in applied research, some of which is suppressed by companies if the results do not suit their interests. In addition, managers at many universities have more power than previously, which has led to less power for faculty.

This article is useful as a review of the concept of academic freedom and how free universities are around the world. For the purposes of this project, it is less useful, as the section on developed countries is very short. That section does elucidate the influence of neoliberalism, however it includes very little analysis and it does not make any predictions on its development.

Barbieri, P., and S. Scherer. 2009. Labour market flexibilization and its consequences in Italy. *European Sociological Review* 25 (6):677–692.

Cited by: 155

This is a journal article using an empirical analysis of data from a 35-year period, known as the Indagine Longitudinale sulle Famiglie Italiane (ILFI) (Barbieri and Scherer 2009, 680). It poses 2 different research questions: 1) What are the micro-mechanisms shaping the process of labour market entry via atypical employment? 2) Does previous work experience in atypical employment increase the chances of making the transition into permanent employment or, on the contrary, hinders the transition into stable employment? (Barbieri and Scherer 2009, 678). The authors often use the term ‘atypical employment’ in this article, meaning short term contracts that provide little protection for the worker. By analysing the aforementioned data, Barbieri and Scherer sketch a clear picture of the fact that entry into atypical employment does not benefit workers over the long term, thus their method was appropriate.

This paper is useful because it shows that the flexibilization of the labour market can have ill consequences for employees. Barbieri and Scherer illustrate that, by the age of 35, employees who started out in atypical employment are 26% more likely to still hold that type of employment (Barbieri and Scherer 2009, 688). This supports their argument that transition from flexible to full time work is much more difficult than imagined. An interesting point of this article is that those with a university education are more likely to have atypical employment (Barbieri and Scherer 2009, 685). The weakness of this article is that it doesn’t illustrate whether

some workers are choosing to have atypical employment in order to enjoy more flexibility. Finally, while there are people who can choose to stay at home longer until they find a permanent job, there may be some who don't enjoy that privilege.

Basu, R. 2004. The rationalization of neoliberalism in Ontario's public education system, 1995-2000. *Geoforum* 35:621-634.

Cited by: 70

This is a journal article in the field of geography, which discusses the neoliberalization of the public education system in Ontario. In 1995, Ontario elected a Progressive Conservative government, which promised to decrease taxes without compromising services such as education. The party, under the Premier Mike Harris, emphasized remaining educationally competitive while also being fiscally accountable. What actually happened was that 129 school boards in Ontario were decreased to 72 district boards and trustees were reduced from 1900 to 700 by 1998, three years after the party was elected. The government also created several quasi-autonomous NGOs (QUANGOs) such as the Education Quality and Accountability Office, which administered standardized tests, and the Education Improvement Commission. While seeming innocuous and objective, Basu argues that these QUANGOs aided in advancing the government's neoliberal agenda and were in fact not independent from the government. Finally, many bills were introduced without consultation with the public.

This article is a valuable perspective on the consequences of a particular brand of neoliberalism on the education system. Although neoliberalism advocates the shrinking of government, this article exhibits that the opposite often occurs. In this case, the government was able to obtain more power to regulate the school system. Basu could have spent more time examining the broader implications of neoliberalization, however. This article includes little analysis; it mainly reports what occurred between 1995 and 2000. It is though a valuable illustration of how neoliberalism is rationalized in the public system.

Blair, H. 2003. Winning and Losing in Flexible Labour Markets: The Formation and Operation of Networks of Interdependence in the UK Film Industry. *Sociology* 37 (4):677-694.

Cited by: 66

This journal article discusses flexible labour through the lens of the UK film industry. The article begins by examining the theories of Foucault and Elias with regards to power and subjectivity. Elias posits that power is a part of all relationships and is usually asymmetrical (Blair 2003, 682). Blair exemplifies Elias's theory by collecting empirical data from the British film industry. By conducting observation, interviews, and administering surveys, Blair analyses semi-permanent working groups (SPWGs), which are groups of freelancers who typically work together on a project and may continue onto other projects together, comprising different professional expertise. People typically have a desire to feel secure and the SPWG can provide them with a sense of security. However, the power relations existent in these groups is obvious, as the group leader has the power to choose who to work with. In the UK film industry, productions usually require about 7 weeks of work, which also means that freelancers always

have to be cognizant of what their next job will be. They may be under pressure to impress the group leader and they want to maintain a good reputation in order to be hired again.

This is an interesting article, but less suitable for this project. While it does examine the precarity of flexible work, its focus is mainly on power relations within the film industry. The beginning of the article details the theories of Foucault and Elias, which draws the reader's focus away from the implications of flexible labour. Finally, Blair's empirical data is only drawn from one film production; the experiences of those freelancers may differ greatly from others' experiences in that industry.

Burström, B., P. Holland, F. Diderichsen, and M. Whitehead. 2003. Winners and losers in flexible labor markets: the fate of women with chronic illness in contrasting policy environments--Sweden and Britain. *International journal of health services: planning, administration, evaluation* 33 (2):199–217.

Cited by: 33

This is a study that includes analysis of household surveys conducted in the UK and Sweden from 1979 to 1995. The authors take an equity perspective in order “to analyze whether one approach (high versus low labor market regulation) protected the vulnerable or sick more than the other and what the impacts were for women in different social groups compared with their male counterparts. (Burström et al 2003, 200).” The results are that healthy women, especially in Sweden, were more successful than healthy men overall in the work world. In Sweden, the welfare state and emphasis on gender equality ensures that women are protected, especially when they become mothers. With regards to the UK, the authors highlight that flexible labour became a reality earlier due to Thatcherite policies; between 1979 and 1992, female part time workers increased by one-third (Burström et al 2003, 212). This can have a very detrimental impact on women in the UK because, in order to qualify for employment insurance, retirement pensions, or sickness leave, they are required to work a certain number of hours. This applies to men as well, however women were more likely to interrupt their career when they have children.

This is a useful study in order to see the impact of flexible labour, particularly upon women. It illustrates that flexible labour can go hand in hand with government policies to disadvantage workers. The limits of the study are that, for the household survey data, people self-reported their chronic illness and it excludes people with mental illness, which may mean that there are even more people with illnesses that do not allow them to work. Finally, the authors state that 96% of Swedish workers were unionized in the mid 1980s (Burström et al 2003, 211); the reality now may be quite different.

Canny, A. 2002. Flexible Labour? The Growth of Student Employment in the UK. *Journal of Education and Work* 15 (3):277–301.

Cited by: 29

This journal article discusses the growth of youth employment in the UK. The author focuses on 16-19 year olds while examining the UK Labour Force Survey from 1992-2000 and the author interviews senior personnel at some of the large grocery stores. Canny found that most

of the increase is due to full time students needing work. There are various reasons for this: while they may have a desire to work, they are also working because the UK government introduced tuition fees during this period. Canny also discusses changes in the retail and grocery sector, which have led to longer opening hours. Students have been specifically hired to work on evenings and weekends because they are free and they are viewed favourably to 16-19 year olds who have dropped out of school. Finally, Canny notes that the bulk of students working are women, although the men are typically working longer hours; Canny argues that retail positions have typically been held by women, however due to the decline in manufacturing, men see these positions as acceptable.

This is a very good article that combines quantitative and qualitative approaches. It paints a clear picture of why students are choosing to work in the retail sector and it illustrates the need for flexible labour on the part of the employer. It would have been useful if Canny had interviewed some of the students to get an even clearer idea of their reasons. Canny does mention that research needs to be conducted regarding the impact of work on performance in school. In addition, analyzing the gender issues more in-depth would have been interesting. Although it is convincing that manufacturing jobs are declining and that men are slowly taking up retail positions, there may also be questions around how motivated men are compared to women; women may also experience higher expectations from their family on how they conduct themselves.

D'Souza, R. M., L. Strazdins, D. H. Broom, B. Rodgers, and H. L. Berry. 2006. Work demands, job insecurity and sickness absence from work. How productive is the new, flexible labour force? *Australian and New Zealand Journal of Public Health* 30 (3):205–212.

Cited by: 50

This is a research review in the psychological field concerning the Australian workforce. D'Souza et al. state that their goals are to examine the effect of work demands and perceived insecurity upon sickness absence and to see if increased job control changes the amount of absences. In order to conduct this study, the authors gave questionnaires to 2248 workers, 49% of whom worked for the Australian government, who were asked how much sickness leave they took in a four week period, how secure they feel in their job, and how easy they feel it would be to get another job. 77 percent reported no absences, 17 percent reported absences of 1-3 days, and 6 percent reported a longer absence (D'Souza et al 2006, 207). After examining the data, D'Souza et al. concluded that increased workload and perceived insecurity were related to more absence and that effects on mental health due to adverse work conditions led to more absence.

This paper is less useful for this project for several reasons. Firstly, the title indicates that the flexible labour force would be analysed in this paper, however information is not given as to whether the government employees, a large percentage of the sample, are working flexibly and what that would mean. Information is also not given concerning how many of the employees are working full or part time. Finally, the data presented do not convey clearly the feelings of the workers. Given that most of them did not report an absence, it is unclear whether they were ill and did not take the time off or whether they were in fact satisfied with their job.

Davies, B. 2015. The (im)possibility of intellectual work in neoliberal regimes. *Discourse : Studies in the Cultural Politics of Education* 26 (1):1–14.

Cited by: 180

This journal article is a critique of the effects of neoliberalism on higher education, specifically universities. Davies argues that neoliberalism has led to the erosion of values and the devaluing of intellect, and consequently, intellectual work. One result of this is that university staff are increasingly focused on acquiring funding for their research, which ironically, has led to less emphasis on publishing. Davies writes from the Australian context and research has shown that “approximately 50% of Australian university staff are at risk of psychological illness, compared with only 19% of the Australian population overall” (Davies 2015, 8). In addition, neoliberalism advocates individualism, one consequence of which is less responsibility to the greater social context and greater surveillance of oneself due to a lack of trust in others.

This article is suitable for this research because it examines the more personal side of how neoliberalism affects academia. Davies draws on her experiences to show why universities should not ignore the impacts of neoliberalism. For example, in the beginning of the article, Davies mentions her Head of Department, who dithered on whether to promote her due to her gender. This example shows how strong dominant discourses such as sexism can be when they are not questioned. The weakness of this article is that little indication is given of Davies’ background. This is relevant because Davies wrote this article 6 years after becoming an independent scholar, meaning that she has few ties to an academic institution presently. If she did exit academia due to concerns about neoliberalism, writing about this would have strengthened her argument. Finally, given that education is not always valued in the neoliberal labour market, why is it that its discourses would have such an impact upon universities? Are there students or student organizations fighting against neoliberalism? Addressing these questions would have greatly benefitted this article.

Davies, B., and P. Bansel. 2015. Neoliberalism and education. *International Journal of Qualitative Studies in Education* 20 (3):247–259.

Cited by: 256

This journal article is an introduction to a special issue on neoliberalism and education. It focuses on providing a history of neoliberalism and then discusses the impact of it upon education. Davies and Bansel mainly discuss the Australian and New Zealand educational context, however the historical portion covers neoliberalism around the world. The authors argue that neoliberalism responsabilizes individuals to “fulfil their obligation to the nation/state by pursuing economic wellbeing for themselves and their family, for their employer, company, business or corporation (Davies and Bansel 2015, 252).” In addition, government services that benefit people such as education and health are now viewed as products to be purchased. This meant that in the 1990s, progressive pedagogy began disappearing and education became neoliberalised in Australia. Davies and Bansel mention that this led to serious problems at private schools, however schools did not address the issues because it may mean fewer

customers through bad publicity.

This article is very useful as a review of neoliberalism. It also discusses the governmentality theory of Foucault, which ties in well with the development of neoliberalism. However, the section related to education mainly discusses the articles in the issue without providing details on what the articles discuss. This does provide curiosity as to the articles in the issue. In addition, many authors discussing the neoliberalization of academia rely on the theories of Foucault, including Davies. Examining other educational theorists would give greater variety in the emerging field of the scholarship of teaching and learning (SoTL).

Gilpin, L., and D. Liston. 2009. International Journal for the Scholarship of Teaching and Learning: An Analysis of SoTL Literature. *International Journal for the Scholarship of Teaching and Learning* 3 (2):1–8.

Cited by: 18

This journal article is a literature review of 323 different works on the Scholarship of Teaching and Learning (SoTL). Gilpin and Liston also discuss their own ideas about what SoTL should look like. The field should emphasize idea exchange and community building while also working toward a transformation in the academy by recognizing the value of teaching and its impact upon students and identity building. The authors also ask how teaching and learning affect society and argue that “education has an imperative to reconstruct and reinvent a more equitable social order” (Gilpin and Liston 2009, 2). Gilpin and Liston review works, including 252 journal articles, from 1999-2008 and that articles which most emphasize critical pedagogy were from more recent years. They also found that most articles focused on higher education and many looked at online teaching.

This is a very useful article because it shows that SoTL is slowly becoming a more critical field, emphasizing a questioning of society and of education. There are two main weaknesses of the article: firstly, Gilpin and Liston do not illustrate why or how SoTL has become more critical. This is important to consider as universities are subjected more often to the whims of neoliberalism and the flexibilization of teaching labour. Gilpin and Liston also do not give their audience an idea of where SoTL is heading; illustrating that the field will become yet more critical would strengthen their argument. Finally, given that the authors reviewed 323 works, it is puzzling as to why this article’s bibliography is so short. Various works are cited throughout the text, however seeing a larger bibliography would have been beneficial.

Hill, D. 2005. Globalisation and Its Educational Discontents : neoliberalisation and its impacts on education workers’ rights , pay and conditions. *International Studies in Sociology of Education* 15 (3):257–288.

Cited by: 42

This journal article, which takes research for social justice as its paradigm, looks at the effects of neoliberalism on education in such disparate places such as England and Wales, the

US, Pakistan, and Latin America. Hill is based in England, thus discussions of British government policies figure heavily in the article. Hill also examines the policies of the World Bank and the WTO; for example, the World Bank mandated under the Fast Track Initiative, which focuses on poor countries who have as their goal universal primary education, that teachers can earn no more than 3.5 times their country's GNP per capita, which is often horrendous. In rich countries, one of the biggest issues is the regulation, or lack thereof, of publicly funded schools that are controlled privately. Hill found that 41% of US charter school teachers earn less than \$30,000 compared to 20% in public schools. The turnover at such schools is 35%, which is also much higher than the turnover in public schools. Hill also discusses the issue of temporary teaching staff; in Australia, "they have reduced access to professional development, reduced capacity to form collegial relationships with their fellow teachers and little if no opportunity to participate in the community life of their workplace" (Hill 2005, 275). In the US, part time faculty at community colleges increased from 22 percent to 60 percent between 1970 and 2001. Many teachers are also on fixed term contracts, making it hard to purchase a house or to have any sort of job security. Hill points out that the educational industry globally is worth \$2 trillion and commercialized education earned \$365 billion in profits in 2004, thus neoliberal interests have much to gain from privatizing education.

This article elucidates a great deal about education and the effects of neoliberalisation. One of its strengths is Hill's discussion about the perspective the article will take; note that he uses the word perspective instead of bias. Hill contests that a bias denotes the existence of neutrality despite there being none. The main weakness of the article is its organization. It may have been better to organize the sections by country instead of by issue, as Hill tends to jump all over the place, making it a bit hard for the reader to follow. In addition, Hill mentions conducting interviews, but does not include quotes from them, which may have strengthened his argument further.

Husbands, C. T. 1998. Assessing the Extent of Use of Part-time Teachers in British Higher Education : Problems and Issues in Enumerating a Flexible Labour Force. 52 (3):257–282.

Cited by: 32

This journal article discusses the issue of establishing exactly how many part time teachers there are in England. According to the UK Dearing Report, there were just 2,076 teaching only part time staff and 1,942 casual staff at UK universities in 1996, but Husbands argues that these numbers are not reflective at all of the numbers. Many universities and colleges do not keep accurate records and the issue of who counts as a part time employee is contentious. Husbands and a colleague conducted telephone questionnaires with several academic personnel officers and estimated the total number of part time staff as 75,000, which includes teaching and research assistants, part time teachers, and postgraduate students who occasionally teach. 50,000 of those part time staff have no staff record at universities, which is one factor in not having the ability to determine exact numbers. In addition, "some institutions may for private reasons prefer not to know the full extent of their dependence on part-time teaching labour" (Husbands 1998, 275). Husbands also argues that many universities do not wish to admit that many of its students are employed at the institution, illustrating that tuition is prohibitive.

This article is an interesting discussion about determining the number of part time teachers in the UK. However, it is less useful for the purposes of this project, as it does not dive into the issues of neoliberalism and university corporatisation that has given birth to the use of flexible labour. The article focuses heavily on British and European employment law, which is a very important issue due to part time employees not often being covered; however, Husbands also does not relate legal issues to neoliberalisation in this article.

Ingleby, E. 2015. The house that Jack built: neoliberalism, teaching in higher education and the moral objections. *Teaching in Higher Education* 20 (5):518–529.

No citations as of yet

This journal article looks at higher education in the UK and how it has been impacted by neoliberalism. Ingleby surveys theory on emancipatory pedagogy while also analysing government documents. Ingleby also interviews with ten students and ten staff in an Early Childhood Studies program. In the current UK government, students are seen as consumers; this viewpoint is opposed by emancipatory pedagogical theorists, who argue that students and teachers can both teach each other. The government argues that postsecondary education is too expensive to fund. This calls back to UK educational history, which initially only had 5 percent of school leavers attending university; that figure has now climbed to 45 percent. Governments also view higher education in terms of its employment potential, not in terms of student growth potential. In addition, the quality of education has to be measured quantitatively, showing that neoliberalism has a great deal of influence on education. Interestingly, in the interviews conducted, the staff in the Early Childhood Studies program expressed that they wanted their students to be reflective and to grow as people; the students expressed that they wanted employment out of the program. All respondents did express dismay that tuition is now extremely high in the UK.

This is a very valuable article linking neoliberalism and education. Ingleby mentions a quote that is very illuminating: “This third theme expressed by the respondents claims that it is morally wrong to charge high tuition fees to students in order to try to resolve an economic crisis that has not been caused by them” (Ingleby 2015, 523). This shows that all of the participants are aware of the fact that neoliberal ideologies do influence their studies. Conducting a followup with these students and staff would be very informative, in order to ascertain whether students did find employment as hoped and whether they felt they grew personally from the experience.

Jolly, D. 2000. A Critical Evaluation of the Contradictions for Disabled Workers Arising from the Emergence of the Flexible Labour Market in Britain. *Disability & Society* 15 (5):795–810.

Cited by: 32

This journal article is an essay regarding disabled workers in Britain and how they have fared as the labour market has become more flexible. Jolly traces the history of how disabled people have been viewed throughout the last few generations. In the past, disabled people were seen as the deserving poor, however when Thatcher was in power, they were seen unfavourably as dependents of the state. The Labour government that emerged in the 1990s attempted to match

disabled people with employers through New Deal programs, but these programs could be constructed as deterrents from people who sorely need to apply for government benefits. Finally, among disabled people, “women with impairments are twice as likely to fall into the category of the lowest paid 10% of the workforce and this increases to four times as likely if they work part time” (Jolly 2000, 805). Jolly argues that government policies are gender blind, thus women will always be at a disadvantage when governments enact programs for disabled people because their plight is unacknowledged.

This article is very beneficial for this project. Jolly defines what flexible labour is, an often missing piece in other articles. In addition, Jolly illustrates the implications of flexible labour upon minorities other than disabled people; there could have been more details such as statistics, showing how minorities have fared. Jolly also goes into great detail with regards to the British educational system. Although this is an important, there should be have been more of a focus on employment, which is the crux of the problem.

Kloet, M. Vander, and E. Aspenlieder. 2013. Educational development for responsible graduate students in the neoliberal university. *Critical Studies in Education* 54 (3):286–298.

Cited by: 3

This journal article utilizes the method of collaborative autoethnography, as Kloet and Aspenlieder reflect upon their experience as graduate students and as educational developers at McMaster University. The first part of the article discusses the neoliberalisation of universities, which takes the view that graduate students are temporary employees who generally are not entitled to training. However, graduate students must also be seen as employable, mainly inside of academia, in order to attain any sort of recognition. Thus, McMaster offered certificate programs to graduate students in order to develop their skills. Kloet and Aspenlieder argue that, for students who chose not to undertake those programs, their inability to gain a tenure-track academic employment at the end of their graduate degree was their sole responsibility. The article cites statistics that non-permanent academic employment grew from 15.5% to 31.7% from 1999 to 2005 in Canada. Thus, “the students commented (to Kloet and Aspenlieder) that they felt under-prepared for non-academic work and disheartened by the probability of securing academic employment” (Kloet and Aspenlieder 2013, 294).

This article is rare in that it discusses the experiences of graduate students through the lens of the neoliberalisation of education. Kloet and Aspenlieder discuss their own feelings and they also cite data showing the growth of flexible labour in postsecondary education. The disadvantage of the article is that few others were interviewed, thus it is difficult to gain a wider perspective qualitatively. Given the contact Kloet and Aspenlieder had with other graduate students, a greater effort could have been made to show their views. In addition, illustrating their opinion of the future of education would have been beneficial.

Levin, J. S., and A. Aliyeva. 2015. Embedded Neoliberalism within Faculty Behaviors. *The Review of Higher Education* 38 (4):537–563.

No citations as of yet

This journal article discusses how neoliberalism becomes evident in the behaviour of faculty. The beginning of the article looks at the idea of academic capitalism, which argues that higher education has become very competitive, both for students and faculty. Universities and colleges have to focus on providing products and services for an increasing number of students, which sometimes entails hiring non-tenure track faculty. Levin and Aliyeva mention that 70% of faculty at community colleges are part time and 50% at comprehensive universities. Research universities have partly been shielded from this phenomenon because the institutions wish to protect their faculty. Levin and Aliyeva focus on interviewing faculty in California, using the following research questions: “Is there evidence of neoliberalism’s influence on the work of faculty in each of three institutional types? If so, in what ways do these influences manifest? Are there differences across institutional types?” (p. 544). The authors conducted 57 interviews that lasted 1-2 hours. Using narrative analysis, the answers were coded for different indications of neoliberal beliefs and behaviour such as competition, autonomy, the free market, and productivity. They found that faculty valued their flexible lifestyle, but faculty were also under a lot of pressure to publish (at research universities), teach an increasing number of students (at community colleges), and because of less money on average per student (at comprehensive universities).

This article provides great insight into how faculty are influenced by neoliberalism. The authors were able to gather a lot of data in the interviews and they highlighted both the benefits and detriments of neoliberalism. One weakness is that when interviewees are cited, the reader does not know if they are full time or part time faculty. The authors understandably want to protect the anonymity of the participants, but it would be useful to know how different interviewees answer. This article also lacks two main research directions: firstly, there is little indication of how graduate students fare under the neoliberal regime; it would have been fairly easy to interview the professors’ teaching or research assistants to show their behaviours. Secondly, this sample focuses on public institutions. Given that there are many private universities in the US, showing a comparison between public and private universities and colleges would be very illuminating.

Servage, L. 2009. The Scholarship of Teaching and Learning and the Neo-Liberalization of Higher Education: Constructing the Entrepreneurial “Learner.” *The Canadian Journal of Higher Education* 39 (2):25–43.

Cited by: 26

This journal article looks at the development of SoTL. The main idea of SoTL is to improve the position of pedagogy at universities vis-a-vis research. Servage argues that the student experience has been compromised at many postsecondary institutions since World War II because research has a bigger priority and improves a university’s prestige more readily. Many universities have realized this and have developed more of an emphasis on teaching. However, this has also occurred in the shadow of neoliberalism and flexible capitalism, one consequence of which is an exponential increase in students, who are viewed as customers. In addition, the idea of lifelong learning is promoted, leading to more mature students. Servage also discusses the idea

of busno-power, coined by Olssen and inspired by Foucault's theory of biopower. Busno-power entails social control through business values; in this context, it means that students view themselves as entrepreneurs who ask little from the society they find themselves in.

This article is useful for this project because it shows how SoTL has developed through the neoliberal age. Its main weakness is that it does not illustrate whether students or faculty are pushing back against any neoliberal values put forth at universities. Given that the article bemoans the fact that SoTL has not received any scrutiny, it is surprising that Servage does not present any opposition to it. Nonetheless, Servage does survey a fair amount of theory on SoTL and makes very valid conclusions about it.

Thiem, C. H. 2015. Thinking through education : the geographies of contemporary educational restructuring. *Progress in Human Geography* 33 (2):154–173.

Cited by: 106

This journal article discusses how the field of geography views the current neoliberal educational context. Thiem argues that the field rarely examines how it can effect change beyond its gates and that this should change. Geography often concerns itself with the spatialization of education. In the past, segregation was a big issue; currently, this still happens to a degree. Many students choose to attend postsecondary institutions outside their home country because they perceive that that decision will improve their competitiveness in the labour market. Both students and administrators demand higher quality institutions, putting pressure on faculty. States are also looking to improve their international standings. For example, the European Union is developing the European Higher Education Area and Singapore has developed partnerships with a few American universities. Conversely, some still view education as having a symbiotic relationship with social movements and as vital for community health. These less neoliberal viewpoints may disappear at some point, but are still alive.

This article was not that useful because the author is mainly illustrating their point of view with only a few examples. The opinion is an important one; geography can definitely develop more of an analysis of education and neoliberalism, however the article feels like a series of tangents with little research behind it. The bibliography is an impressive one; it would have been nice to cite more data from those sources.

Walsh, T. 1990. Flexible Labour Utilisation in the Private Service Sector. *Work, Employment & Society* 4 (4):517–530.

Cited by: 73

This article examines 9 case studies in the retail, hotel, and catering industry with regards to casual, temporary, and part time work as well as interviews with management. Walsh reports that in 1984 in the UK, most hotel staff were temporary as well as 20% of retail staff. For hotels and stores, using part time labour makes sense because demand increases at certain times of the year or on certain days of the week. However, Walsh also cites national insurance data showing that many casual workers end up working 40 hours per week. He points out that most casual

workers are of low social status and are often women. Although they are often indispensable to the business due to prior experience in the customer service industry, they are easily taken advantage of and will not normally have a contract with the employer.

This article is very useful for our research. Although it is dated, it illustrates that flexible labour has been utilized for a sizeable period of time. It also shows very clearly that there is a risk of employees, a sizeable portion of whom are women, being taken advantage of given that they will often not have a contract with the employer. Although Walsh states that interviews with management were conducted, those were not directly quoted in this article, which would have been informative. Otherwise, this is a very ominous article that portends the rise of flexible labour.

Wood, P. 1991. Flexible Accumulation and the Rise of Business Services. *Transactions of the Institute of British Geographers* 16 (2):160–172.

Cited by: 139

This is a theoretical paper in the field of economic geography. It deals with the increase in business service transactions, meaning that the abilities of a professional influence the behaviour of another. This is exemplified in such professions as consulting, market research, and public relations. The paper describes that in the 1980s, the aforementioned professions rose, mainly to the benefit of large companies. However, smaller firms with lower overheads also thrived because they could charge lower fees. Wood argues that flexible accumulation, meaning the intensification of capitalism, does not lead to exploited labour but rather to expert labour.

One of the disadvantages of this article is that the mention of expert rather than exploited labour comes at the conclusion; there is no further elaboration on how labour might be exploited in the process of flexible accumulation. In addition, if the author had collected empirical data, his case may be stronger given the relative success of capitalism in the 1980s. This article may not be useful for our purposes due to its age. It cannot speak to the rise of exploited labour in the 1990s and 2000s. Finally, it does not detail its meaning of flexible accumulation, which would have provided further context for its argument.