LABOR & THE GLOBAL ECONOMY
(Labor Studies and Employment Relations 575:363)
Fall 2013

DRAFT SYLLABUS (slight revisions likely)

Class Meetings:
Prof. Tobias Schulze-Cleven
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Room 110A
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Livingston Student Housing Building B
Office: Labor Education Center, Room 171
Livingston Campus
Office Hours: Monday, 2-4pm; or by Appt.
Monday & Thursday, 10:20–11:40am

Course Overview:
This course examines the influence of the shifting global economy on employment patterns and living standards in the rich democracies. Contemporary challenges facing the American workforce are put into comparative perspective across both time and space to delineate alternative strategies for dealing with deepening economic globalization. The course will closely examine how political and economic factors have interacted in effecting globalization. Particular attention will be paid to deepening tensions between the goals of further economic integration and democratic governance.

In class discussions, we seek to answer such questions as: How has the global economy evolved? How much are growing inequalities in the labor market driven by economic globalization? Are we witnessing a global race to the bottom in social standards? What measures could be taken to improve labor market outcomes? – After taking the course, students will have a better understanding of how socio-economic systems around the world have been affected by and have engaged with the global economy.

Learning Objectives:
• Analyze issues of social justice across local and global contexts – SAS(d) & LSER(8).
• Analyze the tensions between capitalism and democracy.

Class Materials:
There is one required book for the class:

Course Requirements:
Class Participation 25% of the course grade
Midterm Exam 20%
Press Critique Paper 25%
Final Exam 30%
Introduction (Sept 5)
NO READING

Week 1: Probing the Relationship of Labor & the Global Economy

What is “Labor”? (Sept 9)

The Global Economy: Capitalism vs. Democracy? (Sept 12)

PART I: THE EVOLUTION OF THE GLOBAL ECONOMY

Week 2: The History of Global Market Integration (I): Early Patterns

Globalization in History’s Mirror (Sept 16)

The First Globalization (Sept 19)

Week 3: The History of Global Market Integration (II): Trade

Regulating Trade in a Politicized World (Sept 23)

The Emergence of Global Value Chains (Sept 26)

Week 4: The History of Global Market Integration (III): Finance

Financial Liberalization (Sept 30)

Financial Crises, 1994 – ongoing (Oct 3)
There are excellent videos available online that should help you understand this material. If you have not had much exposure to the issues discussed during this week (e.g., the role of finance in capitalism, the impact of financial liberalization and the reasons behind the ensuing financial crises), please consult these videos:

Conversations with History: The Ascent of Money | Niall Ferguson  

Crash! A brief history of modern global capitalism | Leo Panitch  
(http://www.guardian.co.uk/commentisfree/audioslideshow/2012/nov/26/brief-history-of-global-capitalism-leo-panitch)

Conversations with History: The Causes and Consequences of the Global Economic Collapse | Martin Wolf  

Week 5: Theory vs. Reality in the Economics of Global Integration

The Intellectual Case for “Freeing” Global Markets (Oct 7)  

The Emergence of “Chimerica” (Oct 10)  

Week 6:

Midterm Review: Recasting Globalization’s Narrative (Oct 14)  

In-Class Midterm Exam (Oct 17)  
NO READING

PART II: DEEPENING THE ANALYSIS

Week 7: Classical Perspectives & the “Primacy of Economics”

Liberalism (Oct 21)  
Adam Smith. 1776. The Wealth of Nations, very short excerpt.  
**Marxism (Oct 24)**

**Week 8: Establishing the “Primacy of Politics” & Building Welfare States**

**Social Democracy (Oct 28)**

**Welfare States, including an American variant (Oct 31)**

**PART III: THE GLOBAL ECONOMY’S AFFECTS ON LABOR**

**Week 9: The United States – Long-standing Arrangements in Question**

**International Pressures & Changing Labor Market Structures (Nov 4)**

**Rather than Helping “Losers” from Trade: Welfare State Retrenchment (Nov 7)**

**Week 10: A Broader Comparative Perspective**

**Early Tensions between Markets & Politics (Nov 11)**

**Welfare States in Question Cross-Nationally (Nov 14)**
Week 11: Why National Differences? The Room for Political Choices

The Scope of Government-sponsored Redistribution (Nov 18)

Going for “Predistribution”? Institutional Framing of Market Outcomes (Nov 21)

Week 12: Which Vision Moving Forward?

Keeping Social Democracy in Focus: For & Against (Nov 25)

In-Class Debates: Labor & the Global Economy (TUESDAY, Nov 26)
This house believes that...
1. “Global economic forces have increased economic inequalities in the rich democracies.”
2. “The best way to prevent further increases in economic inequalities is to pass laws that make it harder for companies to offshore jobs.”

PART IV: IN CONCLUSION

Week 13: The Stakes Revisited

Liberalism Re-embedded? On the Political Trilemma of the Global Economy (Dec 2)
Designing Capitalism 3.0 (Dec 5)  

Week 14: Outlook & Review For Final

A Sane Globalization? (Dec 9)  

Week 15

Final Exam

Appendix – Further Information on Course Assignments & Class Rules:

ACCESS TO READINGS

With the exception of Rodrik’s book, all readings will be made available to students on Rutgers Sakai (http://sakai.rutgers.edu). These directions lead you to the course site:

• To log on, enter your Rutgers NetID and password in the upper right-hand corner.
• Look for the tabs at the top of the next page. Click on the tab: 38:575:301.
• Click on “resources” on the menu on the left-hand side of the next page. You should see the course syllabus and all of the course readings.

SPECIAL RULES ON ENGAGING WITH THE READINGS

Students are required to print out all assigned readings to allow for effective engagement with the material. Moreover, students are expected to bring hard-copy versions of the assigned texts to class meetings. Doing so will help with in-class discussions of the readings.

SPECIAL RULES ON ELECTRONIC DEVICES

There will be no use of laptops, tablets or smart phones during class sessions without special permission. While such instruments are important tools for research, they have also become
distractions in the classroom. For in-depth learning in the course, students are asked to pay focused attention and contribute critical thought in class discussions. I will prepare PowerPoint presentations that will include the main points of each class session. The slides from these presentations will be shared with students through Sakai after each class session.

**CLASS PARTICIPATION (IN-CLASS & ONLINE)**

Be prepared for class and always read the assigned materials before our meetings. You are expected to bring questions and comments about the course material so that you can participate in class discussions. With much of our time spent learning through discussion, it is necessary for everybody to participate. I might ask students to use their questions to stimulate discussions and will ensure broad participation. It is critical that we respect one another’s thoughts and address our comments at others’ ideas, not at people themselves. This course is not a forum for demeaning or threatening language. Finally, please take careful notes to complement my PowerPoint slides.

Students should plan to attend every course session, and I ask you to sign in personally at the beginning of class. If for some unavoidable reason you must miss a class, please let me know in advance through the university’s absence reporting website (https://sims.rutgers.edu/ssra/) so that your absence will not remain unexplained. If you are late or leave early repeatedly, and if you miss class unexcused, your participation grade will suffer.

Part of your participation grade will come from your input in online discussions and collaborative work on the course’s Sakai site. You are required to contribute to the threaded discussions at least once every two weeks and at least six times overall. Moreover, I expect you to contribute definitions of two key terms in the course’s online glossary. Additional participation beyond these requirements is encouraged and will be rewarded with extra credit.

The class participation grade will include your attendance and your contribution to the intellectual life of the class, both online and in the classroom. Criteria for assessment include depth of content, relevance and responsiveness to other students’ contributions.

**GROUP DEBATES**

The session on November 26 will be used for in-class group debates. Groups will be formed the week before, and time will be provided in class on November 25 for groups to coordinate on their preparation for the debates.

**PAPER ASSIGNMENT**

(Topic due in class on November 4. One-page outline due in class on November 11. Paper due in class on November 21.)

There will be a 5-page (double spaced) individual term paper. It will take the format of a press critique paper. Write a paper reviewing press coverage of a news story about an aspect of economic globalization during the period of January 2010 – October 2013. You may review one
newspaper’s or news magazine’s coverage of a story, or compare two or more sources’ coverage. Is the coverage accurate and insightful? Is it biased? Do the reporters have a good understanding of politics and economics? How could the reporters improve the coverage? Make sure to analyze and critique the coverage, incorporate course readings and material from lectures into your analysis, and cite multiple examples from specific news clips.

The papers should reflect thorough consideration of the assignment. All papers should demonstrate careful reading of the course material and cite all sources that are consulted in a consistent citation style. Moreover, students’ writing should demonstrate university-level competence in grammar and style.

COMMUNICATION
Students are expected to check their Rutgers email accounts regularly for class announcements. Students are responsible for all information communicated to them via email by the instructor. Feel free to contact the instructor via email with questions or concerns about the course. I will do my best to get back to you within 24 hours. When emailing the instructor, always include “Labor & the Global Economy” in the subject line of your email.

ACADEMIC INTEGRITY
While I encourage students to work together to understand theories and concepts, all written work should be your own. If you cite an author or use his/her ideas, please cite properly. Plagiarized assignments will receive a failing grade.

EXTENSIONS AND LATE PAPERS
Extensions will be granted at the discretion of the instructor and only in the event of significant and verifiable personal emergency. In the interest of fairness to all, no extensions will be granted due to the stresses of academic life. I will accept unexcused late papers, but note that the grade will be lowered by a grade for each day that the assignment is due.

KEEPING UP WITH THE NEWS
Throughout the course, students should keep up with current events by reading at least one quality newspaper (e.g. Financial Times, New York Times) and one news magazine (e.g. The Economist, The Atlantic) on a regular basis. You may also choose foreign-language publications, or fulfill this assignment by checking Internet and newsgroup news sources regularly. In addition, you will be expected to read any newspaper clippings handed out in class or emailed by the instructor.