Work, Society and the Quality of Life 37:575:110 - Preliminary Syllabus

Course Requirements and Expectations

Rutgers University School of Management and Labor Relations Spring 2011

Course Number: 37:575:110

Day and Time: Tuesdays 6:40-9:30 pm. Location: Livingston Campus Center

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COURSE DESCRIPTION

The nature of people's work largely determines the quality of their life and the life of their families. Around the world both the nature of work and the rewards obtained from work are changing dramatically. In some countries these changes are leading to increased equality and prosperity for everyone and in others the changes are having the opposite effect. In this course we will study these changes using dynamic active learning methods that are increasingly common in the best workplaces. Students will have the opportunity to develop their teamwork, leadership and negotiating skills, gain valuable feedback about their written and oral communication skills and develop a comprehensive understanding of the relationship between work and the quality of life.

LEARNING OBJECTIVES

By the end of the course, students will be expected to demonstrate that they have met the following learning objectives at the collegiate level appropriate to a 100 level introductory course:

- 1. Demonstrate an understanding of fundamental social science, historical, and legal perspectives, theories, and concepts relating to work, employment relations, and worker movements global.
- 2. Demonstrate an ability to apply those concepts, and knowledge of U.S. labor, laws, and work institutions, to understanding contemporary developments in the U.S. and other nations now operating in a global framework
- 3. Analyze the degree to which forms of human difference shape a person's experiences of, and perspectives on, work.
- 4. Analyze issues of social justice related to work across local and global contexts.
- 5. Communicate complex ideas effectively, in standard written English, to a general audience
- 6. Communicate effectively in modes appropriate to labor & employment relations.
- 7. Analyze and synthesize information and ideas from multiple sources to generate new insights.

- 8. Formulate, evaluate, and communicate conclusions and inferences from quantitative information about work
- 9. Work productively in teams, in social networks, and on an individual basis.

This course also meets the following SAS General Education objectives

- Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world.
- Analyze a contemporary global issue from a multidisciplinary perspective.
- Analyze issues of social justice across local and global contexts.

Expectations of Students

This course uses dynamic, participatory active learning methods. Students are expected to play an active role in their own and others' learning.

This means that class attendance and preparation are extremely important and will count heavily in the evaluation of student performance.

The course will require, on average, about 50 pages of reading and participation in on-line discussions about the reading in preparation for class each week.

There is no text book for the course; readings will be available on the Rutgers Sakai course site. This is a preliminary syllabus. Specific readings and assignments may change as the course proceeds. Readings and assignments will be posted on the course site two weeks before the relevant class.

Preparation

Be prepared for class. Always read the assigned material before the class so that you can fully participate in class discussions and more easily follow the lecture. Bring the week's reading material to class with you so that you can refer to it during lectures and group discussions. Students should plan to print out all course materials, take extensive notes on the online course readings, or bring your laptop to class so that you may refer to the readings on-line.

Take careful lecture notes. You should obtain lecture notes from another student if you are forced to miss a class. PowerPoint slides used in lectures will be posted on the course site following the class session in which they are used but may not include all supplementary information provided during lectures.

Participation

Class sessions will include a mixture of lectures, small and large group discussions, small and large group exercises and student presentations. Students are required to *participate actively* in all aspects of the course, especially small and large group discussions and group exercises. Some class sessions, discussions and experiential exercises will be held fully on-line and students will be expected to participate following the instructions provided by the instructors for specific classes.

When participating in discussions you will be expected to explain your views using **reasoned arguments** and provide **evidence** for assertions of fact. You will need to demonstrate that you understand the difference between **opinion** and **fact**. You will be expected to **respect others' views and listen**. You do not have to agree with your classmates, but you must give them your full attention and consideration.

Any use of electronic equipment must be related to the course and authorized by the instructors. *Texting, talking on your phone, emailing* or surfing the web on unrelated matters are all prohibited during class. Students who repeatedly do these things during class time will be asked to leave class and will be counted absent for the week.

Group-Based Learning

This course is weighed heavily towards group and experiential learning for several reasons. First, labor and employment studies focus on the strategies and tactics used by employers and *employees as they pursue their goals within the political and social frameworks of the nation*-states in which they are located. Collective action is integral to the relations between and among employers and employees in every country – though the legal and political context varies widely. Group projects in this course are designed to simulate the possibilities and pitfalls of collective action in the workplace. Second, the modern workplace relies heavily on teamwork. Employees are expected to work together on projects and tasks on a regular basis and to demonstrate effective team leadership. Employers in all sectors of the economy evaluate workers on their ability both to work productively with others, and to lead their co-workers. Finally, experiential learning and group work is fun!

The instructors will assign students to groups early in the semester and these groups will work together throughout the semester. Groups will discuss course readings both in-class and on-line, participate in experiential exercises, prepare presentations and participate in group trivia quizzes and other in-class exercises together. Students who participate fully and enthusiastically in the experiential components of the course will get the most out of the class. Students' performance on group assignments will be evaluated both by the instructors and the other members of your group.

You will do two group projects with your team.

- In the first half of the course you will prepare and conduct a collective bargaining exercise; there will be no written product, but your performance on this exercise will be an important part of your participation grade.
- 2. In the second half of the course you will prepare testimony for a mock hearing on a bill concerning immigration policy; this will involve both presentation and a written paper.

Attendance

Students should *plan to attend every scheduled course session*. Students must sign in personally at the beginning of class; failure to do so will result in a loss of attendance points.

If you cannot attend a class, you must let one of the course instructors know in advance. If that is impossible because of an emergency, let us know as soon as practicable. We recognize that illness, death in the family or other emergencies happen, and will excuse absences as long as the affected student can provide us with proof. Signing in for another student is considered academic dishonesty and can result in failing the course.

Be punctual. Students who are late to class two times lose the same number of attendance points as students who miss an entire class.

Stay for the whole class. Students who leave early without the instructor's permission will be marked absent for the entire class.

Communication

The course will use the Rutgers Sakai site heavily for communication and group work. You should familiarize yourself immediately with the workings of Sakai and let us know if you have any problems with it. We will do a tutorial at the first class session and one make-up for those who add the course late.

The instructors will communicate all official course correspondence via Sakai, for the whole class, or by email for subgroups or individuals. Students are responsible for all information communicated to them via email by the instructor. Verbal discussions with the instructors before or after class will not be considered official unless followed up with written email confirmation. No other web-based course-related sites (e.g. Facebook) are permitted for course activity without explicit permission from the instructors.

Feel free to contact the instructors via email with questions or concerns about the course. We will do our best to get back to you within 24 hours.

When emailing the instructors, always include the course number (LSER 110) and assignment number (if relevant) in the subject line of your email.

Requirements

Written Assignments

There are two types of written assignments for this course: weekly on-line postings and a team paper.

Weekly On-line Discussions

Each week students will be required to participate in an on-line discussion among their team members of the course readings prior to attending class. Questions to be addressed in the on-line discussion will be available at the end of each class for the following week.

You must make at least one posting by midnight on Sunday. It may be a response to others in the group, but it should be more than "I agree": it should add something substantive and show a good understanding of the reading. You must make at least one further posting responding to a teammate before the start of class.

Overall, your performance in these discussions will account for 25% of your final grade. These online discussions are an important part of the learning experience for this course. You will need to plan your schedule accordingly as failure to participate will negatively affect your final grade. Because these discussions are designed to foster interaction among students, missed discussions cannot be made up. You must participate in the discussion by posting a certain number of messages (at least 2 as explained above) over more than one day but the actual days and times that you participate will be up to your schedule.

Team Project/Papers

Each group will be required to write one 8-10 page paper in conjunction with the next to last class: Public Policy and Political Action. Each team will be assigned a particular stakeholder group to represent in the discussion and the paper should form the basis of your analysis of the policy issue from the perspective of your stakeholder. The paper should include your recommended policy

position based on your philosophy and analysis as well as a summary of the weaknesses of your argument and how to counter these weaknesses. Preliminary drafts of the paper will be due on March 29, 2011. The professors will read your papers and provide critical feedback. Your team will have the opportunity to rewrite the paper based on the feedback. Final due date will be April 19 2011 at the start of class.

All members of your team are required to participate in the paper preparation. We will ask you to assess your teammates' contributions. More details on the paper assignment will be covered in class. This paper combined with your team's performance during the simulated legislative hearing on November 30 will be worth 25% of your total grade.

Submitting Papers

Papers must be submitted electronically on the Sakai site. Specific instructions will be provided closer to the due date.

The instructors will not accept papers in class or via email.

Quizzes

Brief quizzes will be given in class approximately every other week.

Grading

Final grades will be based on the following four factors:

1.	Contribution to weekly online discussions	25%
2.	Class preparation, attendance and participation	25%
3.	Group papers and simulations	25%
4.	Ouizzes	25 %

In addition, we may increase or decrease your grade for exceptional (good or bad) in-class participation and attendance – ordinarily by one level (for example, between B and B+), but possibly more.

Team Papers

In assessing the papers we will be looking for

- 1. A clear overall argument
- 2. Good use of evidence (including, but not limited to, class discussions and readings) to support the argument
- 3. Awareness of counter-arguments and ability to respond to them.
- 4. Overall integration:

This is one of the most common problems with papers. Often team members take different pieces but do not have a process for putting them all together in a coherent whole. You should make sure that your team leaves time for this before submission.

Papers should reflect college level grammar and syntax and remember that you're addressing a public policy audience that needs to clearly understand your argument.

You **must cite all sources** of information and arguments that were used in preparing the assignment. We are not fussy about the format of the citation as long as there is enough

information for us to find the original source; you may want to consult the APA citation rules which can be found on the American Psychological Association website or MLA rules found on the MLA site.

All papers will be due by the start of class on the due date. All papers turned in after this time will be marked late. Late papers will be marked down one full letter grade for each day that they are late.

Grading On-line Postings

The posts will be graded by your TAs. They will look for

- 1. evidence that you have done the reading and grappled with it. It's fine to ask a question or express confusion as long as you're actually tried to understand the material.
- 2. Your ability to contribute to your teammates' understanding by reading and responding helpfully to their posts.

Participation in the weekly online discussions will be graded as follows:

The grading scale will be 4, 3, 2, 1, 0 -- equivalent to A, B, C, D, F
If you make a solid and informed contribution to the discussion you will get a 3 (B). About 2/3 to 3/4 of people each week will get Bs, though we do not have a strict curve.
An exceptionally constructive comment or set of comments will get a 4 (A). Things that will get you an A include:

- Helpful use of additional readings, including things from the supplementary readings or your own online research, that add something to the discussion that your teammates did not know and enriches the discussion.
- Constructive engagement of your teammates, including suggesting an alternative point of view (disagreeing with the general consensus) in a way which makes people think about the issues in new ways.
- Effective use of evidence, from the assigned readings or elsewhere, to back up your views.

Things that will get you a 2 (C) include:

- Just expressing your opinion with little or no support from evidence.
- Simply agreeing (or disagreeing) with others without adding substantive comments or information of your own.
- Commenting in a way which suggests you have not read your teammates' posts.

A 10r o (D or F) is for people who do not participate at all, or so minimally that it does not show any evidence of having done the work.

For the first two weeks we will count only positive participation scores, (B or above), in order to give people a chance to figure out the discussion system.

As you can see, the best option is to post several quality messages spread over at least two days. Within your posts you should include at least one original post responding to the questions and at least one substantive response to a peer. In addition, if someone replies to your post you should respond thoughtfully to them. This will ensure that you are really having a dialogue with your team members as the discussion evolves. Posting everything at the last minute does not allow for true interaction and will be graded down.

Plan to use formal writing rather than the informal style used in emails or texting. Sentences should be complete and grammatically correct. Your writing should demonstrate college-level

mastery of written English. You will be expected to use proper citation when you are drawing on ideas from sources other than yourself. Make sure you review the document posted on the course site describing proper citation rules and make sure you are familiar with the full Rutgers policy on Academic Integrity. An excerpt is given below. The University's penalties for violating this policy are severe.

Academic Integrity

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and permitted by the assignment. Ethical conduct is the obligation of every member of the University community and breaches of academic integrity constitute serious offenses. Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit. Students are expected to be familiar with all Rutgers University policies regarding academic integrity. These can be found on the website www.rutgers.edu

Course Readings and Other Materials

All materials are available on the Rutgers Sakai/companion course website. You can access the site by going to www.Sakai.rutgers.edu. To sign in use your assigned Rutgers Sakai login. If you have a problem call the helpdesk and they will help you. Then click on courses. Then click on Spring 2010. Then select 37:575:110 Work Society and Quality of Life. Further instructions will be covered on January 19.

This is a preliminary syllabus. It may be amended during the course depending on student interests and needs.

Work, Society, and Quality of Life (37:575:110) Schedule of Classes

PART I: THE 20th CENTURY MODEL OF EMPLOYMENT

1. January 18. Course Introduction and Overview

Introductions, Expectations of students and Instructors, review syllabus In Class:

2. January 25. Working: Rights, power, & participation on the job

Read: Ehrenreich, B. Nickel and Dimed (excerpts)

Kanter, R. Men and Women of the Corporation, ch 3

Modes of management: Taylorism and 3. Feb 1. commitment

Taylor, F.: The Principles of Scientific Management, Chapter 2 pp: 1-7 Read:

Drucker, P. Why Management. in Management: Tasks, responsibilities, practices

(New York: Harper & Row, 1973).

R. E. Walton, "From Control to Commitment," Harvard Business Review 63

(1985): 77-84.

Case: "The Rose Company," Harvard Business School Case 9-453-002 (August 30,

1995).

4. Feb. 8 **Group process**

Read: Hardaker, M., and B. K. Ward. 1987. How to make a team work. Harvard Business

Review 65, no. 6: 112-20.

Hill, Linda. A Note on Team Process.

Case: "The Army Crew Team." (Harvard Business School, n.d.).

5. Feb 15. Class and conflict

David Leonhardt. "Income Inequality." New York Times, Sept 29, 2010. Read:

> Sennett, R., and J. Cobb. 1993. The hidden injuries of class. WW Norton & Company.

6. Feb 22. **Unions and the Wagner Act**

Kochan, T. A., H. C. Katz, and R. B. McKersie. 1994. The Transformation of Read:

American Industrial Relations, ILR Press.: ch2 (pp 21-46)

Nissen, B. 2003. What are scholars telling the US labor movement to do? Labor

History 44, no. 2: 157

Von Hoffman, C. 1998. Does This Company Need a Union? Harvard Business

Review 76: 24-40.

Collective bargaining exercise 7. March 1.

To be discussed in class

PART II: 21st CENTURY EMPLOYMENT - EMERGING PATTERNS

8. March 8. The knowledge economy

Drucker, P. F. 1992. The new society of organizations. Harvard Business Review 70, Read: no. 5: 95-104.

> Houghton, J. W., and P. J. Sheehan. 2000. A primer on the knowledge economy. Centre for Strategic Economic Studies, Victoria University of Technology.

Case: The PEARL Project: Work Patterns at Ditto (A). (2004).

March 15 Spring Break

Diversity and employment rights 9. March 22.

Read: Reardon, K. 1993. The memo every woman keeps in her desk. Harvard business review 71, no. 2: 16.

> Thomas, D. A., and R. J. Ely. 1996. Making differences matter: A new paradigm for managing diversity. Harvard Business Review 74, no. 5: 79-90.

> Muhl, C. J. 2001. The employment-at-will doctrine: Three major exceptions. Monthly Labor Review 124, no. 1.

10. March 29. Globalization and its effects on workers

Peter Bisson, Elizabeth Stephenson and S. Patrick Viguerie. "Global Forces: An Read: Introduction." McKinsey Quarterly. June 2010.

Lowell Bryan. "Globalization's Critical Imbalances." McKinsey Quarterly. June

U.S. Bureau of Labor Statistics. "Around the World in Eight Charts." BLS.

Bob Davis, John Lyons and Andrew Bateson. "Globalization Gains Come With a Price." Wall Street Journal. May 24, 2007/

David Wessel and Bob Davis. "Pain From Free Trade Spurs Second Thoughts. Wall Street J." March 28, 2007. Also read accompanying chart: Globalization Conundrum."

Amy Chua. World on Fire. Chapter One.

First Draft of Team Papers Due:

11. April 5. Alternative economic and employment systems

Read: Jill Rubery and Damian Grimshaw. The Organization of Employment: an

International Perspective. Chapter 1, "Diversity in the organization of employment:

an introduction to the subject." pp: 1-25.

Charles Heckscher: White Collar Blues, Excerpt from Chapter 2 pp 13-18..

12. April 12. New social movements

Read: Carty, Victoria. 2003. New Social Movements And The Struggle For Workers'

Rights In The Maquila Industry. Theory and Science.

"The Movement: the rise of tea party activism," *The New Yorker*, February 1, 2010.

Norris, P. 2002. Democratic phoenix: Reinventing political activism. Cambridge

Univ Pr.

13. April 19. Public policy and political action

Due: Team Papers – final Draft
In Class: Senate Hearing Simulation

14. April 26. Course Wrap Up