

PERSPECTIVES ON LABOR STUDIES
Fall 2012, September 6 to December 20
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Murray Hall, Room 212
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INTRODUCTION

Perspectives on Labor Studies provides advanced Labor Studies students and other interested students with the opportunity to apply and compare some of the landmark scholarship that defines the fields of Labor Studies and Employment and Industrial Relations with contemporary scholarship that extends or challenges this landmark scholarship. Students will read and analyze classic scholars and leaders like Adam Smith, Karl Marx, Max Weber, Frederick Winslow Taylor, Peter Drucker, Samuel Gompers, and Elton Mayo. These scholars identified and analyzed issues like the relationship between labor and markets, the rights of labor and managers, the function and nature of collective bargaining and unions, the workings of rational authority, and the methods of managing workers (to name a few). Students will also have the opportunity to read and analyze contemporary scholarship that challenges or supports the classic scholarship. Contemporary issues like managing workers, the formation and functions of unions in an age of globalization, defining and extending labor's rights and freedoms in an increasingly insecure world, and creating systems to increase efficiency and workplace satisfaction will be read along with the classics. The juxtaposition of classic scholarship to contemporary scholarship and topics will encourage students to create their own hypotheses and solutions to some of the issues that define the field of Labor Studies.

CONTACT

I will hold "office hours" by email. **On Fridays, from September 6, 2012 to December 21, 2012, between 9 a.m. and 1 p.m.**, you may email your questions or concerns to me. You will receive an answer within 24 hours. Questions emailed outside of this time and day will be answered at my convenience. You may email your questions to tpoor@aleph-naught.net.

READINGS

All readings will be posted on SAKAI or handed out during class.

CLASSES

1. September 6: INTRODUCTION

- Discuss Syllabus and Requirements
- Introduce the readings due next week,
- Facilitation Assignment, Attendance, Quizzes, Final

2. September 13: Classic Theories of the Market, the Division of Labor, and Development
 - READINGS DUE
 - (i) An Inquiry into the Nature and Causes of the Wealth of Nations, by Adam Smith Chapters 1, 2, 3, 4, and pgs. 216 to 220
 - Movie: Life and Debt

3. September 20: A Contemporary View of Adam Smith’s Market, the Division of Labor, and Development
 - READINGS DUE
 - (i) “The Historical Sociology of Adam Smith” and “Origins and Dynamic of the Chinese Ascent” from Adam Smith in Beijing: Lineages of the 21st Century, by Giovanni Arrighi (2007)
 - (ii) “The ‘Unnatural and Retrograde Order’: Adam Smith’s Theories of Trade and Development Reconsidered”, by Robert A. Blecker, from The London School of Economics and Political Science, Vol. 64, No. 255 (1997), pp. 527-537.
 - Group One Facilitation

4. September 27: Workers and Employers in the Market and at Work
 - READINGS DUE
 - (i) Chapter 6, Capital: A Critique of Political Economy, Vol. 1, by Karl Marx
 - (ii) “DOScapital,” Debate, Foreign Policy, No 116 (Aug 1999)
 - (ii) “Apple: Why Doesn’t it Employ more U.S. Workers?”, by Aditya Chakraborty, The Guardian, April 23, 2012.
 - Group 2 Facilitation

5. October 4: Associations and Rights: Labor, Employers, and Communities, Part 1
 - READINGS DUE
 - (i) Samuel Gompers v. Governor Allen Debate, 1920.
 - (ii) “Popular Illusions about Trusts”, by Andrew Carnegie
 - (iii) “Creative Destruction”, by Joseph Schumpeter
 - Movie: The Corporation

6. October 11: Associations and Rights: Labor, Employers, and Communities, Part 2
 - READINGS DUE

- (i) “The Politics of ‘More’: The Labor Question and the Idea of Economic Liberty in Industrial America” by Roseanne Currarino, Journal of American History, Vol. 47, No. 3 (1994)
 - (ii) Selected readings from the debate about Boeing.
 - Group 3 Facilitation
7. October 18: Associations and Rights: Labor, Employers, and Communities, Part 3
- Mock Debate
 - Test One Handed Out
6. October 25: Unions and Management, Part 1
- READINGS DUE
 - (i) “Scientific Management”, by Frederick Winslow Taylor
 - (ii) “Bureaucracy”, by Max Weber.
 - (ii) “Uses of Industrial Power”, in Workers in Industrial America: Essays on the 20th Century Struggle, by David Brody
 - Group 4 Facilitation
7. November 1: Organizing Work, Unions, and Management, Part 2
- READINGS DUE
 - (i) “The Social and Historical Philosophy of Elton Mayo”, by Harold Sheppard, The Antioch Review, Vol. 10, No. 3, Autumn, 1950
 - (ii) “Society of Employees”, by Peter Drucker
 - (i) “Professional Work: The Emergence of Collaborative Community,” by Charles Heckscher, Organization Science, Vol. 19, No. 2 (Mar-Apr 2008)
 - Group 5 Facilitation
 - Test One Due
9. November 8: Unions and Management, Party 3
- READINGS DUE
 - (i) “Why Labor Needs a Plan B: Alternatives to Conventional Trade Unionism,” by Janice Fine, New Labor Forum, Vol. 16, No. 2 (Spring 2007)
 - (ii) “The Assumptions of Trade Unionism”, by Beatrice and Sydney Webb
 - (iii) Selected reading from Nelson Lichtenstein.
 - Group 6 Facilitation

10. November 15: Meanings of Work, Part 1

- READINGS DUE
 - (i) “Work” from White Collar, by C. Wright Mills
 - (ii) “Estranged Labor”, by Karl Marx
 - (iii) Eminem – “Lose Yourself”
 - (iv) “Turn the Radio to a Gospel Station”
- Group 7 Facilitation

11. November 20: Meaning of Work, Part 2

- READINGS DUE
 - (i) Chapters 3 and 4, from Rivthead: Tales from the Assembly Line, by Ben Hamper.
 - (ii) “Where We Are Now” in How to Tell When You’re Tired: A Brief Examination of Work, by Reg Theriault.
 - (iii) “Shiftless of the World Unite,” by Robin Kelley
- Movie: Glenngary Glen Ross

13. November 29: LABOR and IDENTITY

- READINGS DUE
 - (i) “The Echoes of Slavery: Recognizing the Racist Origins of the Agricultural and Domestic Workers Exclusion in the National Labor Relations Act”, by Juan Perea, in Ohio State Law Journal, Vol. 72:1
 - (ii) “On Language, Gender, and Working Class History”, in Gender and the Politics of History, by Joan Wallach Scott.
 - (iii) “Kissing the Old Class Politics Goodbye”, by Dorothy Sue Cobble, ILWCH, Volume 67, April 2005
- Group 8 Facilitation

14. December 6: LABOR AS A MOVEMENT and REVIEW

- READINGS DUE
 - (i) “The Structuring of Protest” in Poor People’s Movments: How They Succeed and Why They Fail, by Frances Fox Piven and Howard A. Cloward.
- Group 9 Facilitation
- Test Two Handed Out

15. December 20: FINAL TEST DUE

ASSIGNMENTS, GRADING, AND EXPECTATIONS

Attendance (10% of your total grade)

Rutgers University has an attendance policy:

Students are expected to attend all scheduled course meetings, although no special provisions are normally made for reporting occasional absences from class. It is the policy of the university to excuse without penalty students who are absent because of religious observance and to allow the makeup of work missed because of such absences. A student absent from an examination because of required religious observance will be given an opportunity to make up the examination without penalty.

You will, therefore, be expected to attend all scheduled classes unless you are absent due to religious observance. You will get one excused absence that does not hinge on religious observance. All other absences, excluding absences due to religious observances, will be unexcused unless you experience a serious, documentable, medical or family emergency. Your grade will be docked two points for each unexcused absence. Attendance will be taken at the end of each class.

To participate well you must first read all of the assigned materials and come to class prepared to discuss these readings. Connecting personal experience to the themes of the readings can aid learning. However, personal experience is limited. Participation that expands knowledge moves beyond personal experience to focus on the evidence and logic of the arguments. Your participation will be graded on your contributions to the discussions of the readings and your ability to avoid lingering too long on personal experiences.

Group Facilitation Assignment (25% of your grade):

The Assignment

Students will be broken down into NINE (9) separate Groups on the second day of class. Each Group will help me to lead discussion once during the semester. The task of helping me lead discussion is as follows:

- a. Each group will help me facilitate once during the semester.
- b. One week before the date of facilitation, I will provide the Group scheduled to facilitate with a list of questions related to the readings.
- c. Students must provide a written answer to each question and then give the written answers to me on the Monday prior to the readings' due date, by email at tpoor@aleph-naught.net.
- c. On the Wednesday prior to the date of facilitation, I will provide each facilitator with my comments on your answer and with suggestions to help you facilitate. These comments will be sent to you by email.
- d. On the date of facilitation, members of the group will lead a small group discussion that will deal with the questions already posed to the Group.

- e. You will be graded on the quality of your answer and your ability to facilitate discussion in your group.

You will be docked 2 points for failing to timely provide your written comments to me. Late assignments will not be accepted, at all.

Weekly Journal Entries (15% of your grade)

Each student will be expected to write a three to four-sentence statement of the arguments of each reading assigned for each week, except on the day you facilitate. You do not need to turn in a journal entry on that date. The journal entries will be graded as “Pass” or “Fail”, and they will be due at the start of each class, either by email or turned in as a hard copy.

Two Tests (50% of your total grade)

There will be three, short-answer take home tests assigned throughout the semester. These tests will cover the readings and discussion related to the prior readings and class discussions. The tests will be graded on the accuracy of your answer, and the quality of your writing.

Basic Structure of the Class

The start of the class will be driven by small group and large group discussions. As such, you will be expected to listen to others and take part in the discussions. During the last part of the class I will provide a summary of the discussion, and underscore the important points you should take away from the readings and from the discussions. I ask that you do not use your laptops or cell phones during small and large group discussions. You may use your laptops and cell phone to take notes during the last part of the class when I summarize the readings and discussions.