RUTGERS
School of Management and Labor Relations

Work, Society, and the Quality of Life (37:575:110:01)
Fall 2012

Instructors:		
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Office Hours: By appointment

Class Days/Time: Tuesday 6:40 PM - 9:30 PM

Classroom: Multipurpose Room, Livingston Student Center

COURSE DESCRIPTION

The nature of people's work largely determines the quality of their lives and the lives 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 among work, society, and the quality of life.

This course 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.

COURSE GOALS AND STUDENT 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 globally.
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.

PERFORMANCE EXPECTATIONS AND CLASSROOM PROTOCOL

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.**
There is no textbook for the course; readings will be available on the course Sakai site. Specific readings and assignments may change as the course proceeds.

▪ Texts & readings

There is no textbook required for this course. All readings and course materials are posted on Sakai.

▪ Preparation

Always read the assigned material before class so that you can more easily follow the lecture and fully participate in small-group and class discussions. Bring the week's reading material to class with you so that you can refer to it during lectures and group discussions. You may print out all course materials or bring laptops or similar electronic devices to class so that you may refer to the readings online.

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 but may not include all supplementary information provided during lectures and discussions.

▪ Participation

Class sessions will include a mixture of lectures, small and large group discussions, small and large group exercises, and simulations. Discussions and experiential exercises may also be held online on the course site. Students are required to participate *actively* in all aspects of the course.

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 during 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 prohibited during class. Students who do not use electronic equipment in an appropriate manner during class time will be penalized.

▪ Group-Based Learning

Students will be assigned to groups and these groups will work together throughout the semester. Each team will be assigned a learning assistant who will provide guidance to the team as well as evaluate many aspects of team performance under the supervision of the professors. Groups will discuss course readings both in class and online, participate in experiential exercises, prepare presentations and participate in 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 in the group will be evaluated by the instructors, the teaching assistants and by the other members of your group.

Group projects and group work in this course are designed to simulate the possibilities and pitfalls of collective action in the workplace. This course is geared heavily towards group and experiential learning for several reasons. First, labor and employment relations 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 areas in which they are located. Second, collective action is integral to the relations between and among employers and employees in every country – though the legal and political context varies widely.

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 can be fun!

▪ Written Assignments

There are two types of written assignments for this course: online forum postings and two group papers.

Online Forums

Students will be required to participate in regular assigned online discussions with their team members on Sakai prior to class each week. Questions to be addressed in the online discussion will be posted on the site under [Assignments]. These discussions are an integral part of the course and will constitute 25% of your total grade.

> ***Why have forums?***
> Forums are intended to foster interaction and collaboration for the purpose of gaining a deeper understanding and mastery of the course content. Moreover, online communication is rapidly becoming the new medium of collaboration in the modern-day workplace. As this course is grounded in practical application, the forums are designed to simulate a common workplace function. You may already be familiar with forums. If you have joined an online conversation in a social network, such as Facebook, or made comments or replies on a web site or a blog - you have participated in a forum. Forums in this class are different from those examples because the format is more structured than a forum open to anyone on the Internet.
> Forums in this course have:
> - *Defined membership* - Rutgers students enrolled in this course and assigned to a particular group.
> - *Time boundaries* – the forum opens and closes on a set date and time.
> - *Limited topics* – the instructor chooses the topic of discussion and poses questions to get the conversation started. Students are encouraged to pose their own questions after the discussion has begun.
> - *Rules* – there are clear rules about how to conduct the conversation – similar to norms or ground rules in face-to-face classroom participation.
> - *Evaluation* – participation in a forum is evaluated and graded.

Group Papers

See pages 5-6

▪ Attendance

Students must attend every scheduled course session. The learning assistants will take attendance at the beginning of class; one point will be deducted from your final grade for each absence. One-half point will be deducted from your final grade if you are tardy. In addition you will receive zero points for in-class participation for each class you miss. Students who leave early without the instructor's permission will be marked absent for the entire class and graded accordingly. [See *Grading Policy* for information about the grading scale]

If you cannot attend a class, it is your responsibility to inform Professor Deb in advance. If that is not possible because of an emergency, do so 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 Professor Deb with appropriate documentation (e.g. medical note, dean's note).

▪ Communication

The course will use Sakai heavily for communication and group work. You can access the site by going to **sakai.rutgers.edu**. To sign in use your NetID. Click on [Courses], then click on [Fall 2012], then select [37:575:110 Work Society and Quality of Life]. If you have any technical issues you can call the Sakai helpdesk at (732) 445-8721.
The instructors will communicate all official course correspondence via Sakai, for the whole class, and/or by email for subgroups or individuals. Students are responsible for all information communicated to them via Sakai or email by the instructors. 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.
You may feel free to contact the instructors or your teaching assistant via email with questions or concerns about the course.

▪ 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 (academicintegrity.rutgers.edu).

GRADING POLICY

This course is graded on a 100-point scale.

Final grades will be based on the following four factors:

1. Online forums 25%
2. Class participation (including attendance) 25%
3. Group papers and simulations 25%
4. Quizzes 25%

Grades will be updated weekly and can be accessed from the [PostEm] tab.

We reserve the right increase or decrease your final grade for exceptional (good or bad) in-class participation and attendance – ordinarily by one level (for example, between B and B+). Students who display a strong work ethic and demonstrate improvement throughout the semester may be rewarded.

If you have a question about a specific grade, you are encouraged to speak with your TA and with Professors Deb and Katz for clarification.

▪ Online forums

Forum assignments will be posted on Sakai most weeks. Forums are graded by the teaching assistants.

The forum assignments are typically based on two components: the first is the responsive component in which you are expected to respond to specific questions; the second component is an interactive component in which you are expected to respond to and/or support/refute posts made by your teammates. These forums are meant to be interactive discussions.

Typically you must make *at least* two postings for each assignment including one posting by midnight on Sunday prior to class on Tuesday. Your initial post is the responsive component and should be your individual response to the questions posed in the assignment. It may include a response to others in the group who have already posted their response. Primarily it should add something substantive and show an understanding of the assigned readings and course content. You are best served by not waiting until Sunday night to write your first post. Rather, timelier posts enhance the group discussion and ensure completion of the week's assignment. You must submit ***at least*** one additional post responding to other posts or arguments in the forum.

You will be graded based on several factors including but not limited to the quality of writing, the strength/persuasiveness of your responses/arguments, the relevance and accuracy of your arguments, your tone, the appropriate number of posts, and the use of evidence (the readings and/or external sources) to back-up your assertions.

Because these discussions are designed to foster interaction and constructive engagement among team members, missed discussions cannot be made up. Contributions posted after the assignment deadline will not be counted. Automatic deductions will be made for late posts, for not answering all the assigned questions, for missing either the responsive or analytical components, or for not referring to the readings and external sources for evidence. Failure to post will result in a 0.

▪ Class participation

Class participation is graded by the teaching assistants.

Each week your TAs will monitor and evaluate your participation in class. They will be observing characteristics including but not limited to participation in small and large-group discussions, leadership, preparation for class, respect to team members, attentiveness during lectures, staying on task, and appropriate use of electronic devices. The TAs' evaluations will account for 75% of your participation grade.

Additionally, team members will be evaluated by their peers twice during the semester. The peer evaluations will account for 25% of your overall participation grade.

▪ Group papers/projects

The group papers are graded by the instructors. Professor Deb will evaluate your rough drafts and make extensive comments and edits. Professor Katz will grade the final drafts. There are rubrics available for both papers.

You will do two major group projects with your team:

1. In the first half of the course you will prepare and conduct a collective bargaining exercise. This will require team preparation of a 2-3 page collective bargaining strategy paper as well as team performance during a bargaining simulation. This paper will count as 25% of your group paper grade.
2. In the second half of the course you will prepare testimony for a mock senate hearing on a bill concerning a major public policy legislative proposal. This will involve a presentation, a short 1-page position paper that will count as a forum assignment, and a formal 6-8 page research paper. This research paper will count as 75% of your group paper grade. The research paper grade will be subject to the instructor grades as well as peer evaluations.

Papers must be submitted electronically through Sakai. Papers will not be accepted in class or via email unless you are explicitly given permission by the instructors.

Evaluating Team Papers

In assessing the papers we will be looking for the following qualities:

1. A clear overall argument
2. Effective use of evidence (including but not limited assigned readings and external sources) to support your arguments. You **must cite all sources** of information that are used in your papers (you may choose the citation format).
3. Quality of the writing (college level grammar and syntax) and integration of each group member's contributions into a single paper.
4. Responsiveness to all posed questions.

▪ Quizzes

The quizzes are graded by the teaching assistants.

There will be four quizzes covering readings and lectures given over the course of the semester at approximately four-week intervals. These quizzes will not be cumulative – questions will be drawn from the course material covered during the weeks identified for the quiz.

Each quiz will consist of true/false and/or multiple-choice questions.

COURSE SCHEDULE: Part I

THE 20th CENTURY MODEL OF EMPLOYMENT

CLASS	DATE	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
1	September 4	**Course Introduction and Overview** Syllabus review, performance expectations.
2	September 11	**Group Process** Read: • Hardaker, M., and B. K. Ward. *How to Make a Team Work*. • Hill, Linda. *A Note on Team Process*. • Case study: Retaining an NFL Star
3	September 18	**Working Rights, Power, and Participation on the Job** Read: • Ehrenreich, Barbara. *Nickel and Dimed* (excerpts) • Meyerson, Harold. *The Fallacy of Post-Industrial Prosperity.* • Reich, Robert. *The Limping Middle Class*. • Samuelson, Robert. *Labor Day Blues*.
4	September 25	**Modes of Management: Taylorism and Commitment Organizations** Read: • Taylor, Frederick. *The Principles of Scientific Management*, ch. 2 pp: 1-7 • Drucker, Peter. Why Management. in *Management: Tasks, Responsibilities, Practices* • Walton, R.E. *From Control to Commitment*. Case study: *Treadway Tire Company: Job Dissatisfaction and High Turnover at the Lima Tire Plant.* Quiz 1
5	October 2	**Class and Conflict** Read: • Leonhardt, David. *Income Inequality*. • Sennett, R., and Cobb, J. *The Hidden Injuries of Class*. • Fussel, Paul. *Class: A Guide Through the American Status System*, ch. 1
6	October 9	**Unions and the Wagner Act** Read: • Chaison, D. *Unions in America*, ch. 1 • Case study: Does This Company Need a Union? Collective bargaining case
7	October 16	**Collective Bargaining** Collective bargaining simulation Due: Team bargaining strategy paper

COURSE SCHEDULE: Part II

21st CENTURY EMPLOYMENT - EMERGING PATTERNS

CLASS	DATE	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
8	October 23	**The Knowledge Economy** Read: • Drucker, Peter. *The New Society of Organizations.* • Houghton, J. W., and Sheehan, P. J. *A Primer on the Knowledge Economy*. Quiz 2
9	October 30	**Diversity and Employment Rights** Read: • Thomas, D. A., and Ely, R. J. *Making Differences Matter: A New Paradigm for Managing Diversity.* • Muhl, C. J. *The Employment-at-will Doctrine: Three Major Exceptions*. • Reardon, K. *The Memo Every Woman Keeps in her Desk*.
	November 6	No class. Election Day.
10	November 13 *class @ BCC*	**Globalization and Its Effects on Workers** Read: • Bisson, Peter, Stephenson, Elizabeth, and S. Patrick Viguerie. *Global Forces: An Introduction.* • Lowell, Bryan. *Globalization's Critical Imbalances*. • U.S. Bureau of Labor Statistics. *Around the World in Eight Charts*. • Davis, B., Lyons, J., and Bateson, A. *Globalization Gains Come with a Price.* • Wessel, David and Davis, Bob. *Pain From Free Trade Spurs Second Thoughts*.
	November 20	No Class. Thursday classes.
11	November 27	**Alternative Economic and Employment Systems** Read: • A Primer on Neoliberalism Due: Legislative simulation position papers (Sunday, April 1) Due: Team legislative research paper rough draft Quiz 3
12		**New Social Movements** Read: • Carty, Victoria. *New Social Movements and the Struggle for Workers' Rights in the Maquila Industry*. • The Movement: The Rise of Tea Party Activism • Norris, P. *Democratic Phoenix: Reinventing Political Activism*.
13	December 4	**Public Policy and Political Action** Senate hearing simulation Due: Team research paper final draft
14	December 11	**Course Wrap-up** Quiz 4