

Introduction to Labor Studies and Employment Relations

Mondays 7:15 pm to 10:05 pm

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Course Introduction:

This class is designed to give you an overview of various aspects of labor and employment relations presented from the perspective of working people and their labor organizations. We will survey the world of work, workers and workers’ institutions and organizations. You can expect to learn about the changing nature of work and the impact of technological change; the economic cycle, income distribution and unemployment; social class, immigration, race, ethnicity and gender; the impact of globalization on workers and unions; the role of government in labor policy; the history of unions, the role of unions in politics and the challenges unions face today; and collective bargaining and worker rights issues.

We assume you have little or no knowledge of the field; any experience you might have had is all to the good and we shall ask that you share those insights with us in class discussion.

Students are encouraged to freely express their views, including those that are critical of the labor movement. **Respect for and appreciation of different viewpoints will be a guiding principle in this class.**

Learning Outcome Goals:

Our specific learning objective involves understanding how U.S. workers have reacted to the changing nature of work, to their class position in American society, and to particular contingencies like

immigration. You will gain an overview of the history of the American labor movement, how it fits into a global context, and how race, ethnicity and gender affect workers. You will demonstrate knowledge about these matters through writing assignments, examinations, class discussion and role-playing exercises.

A second specific objective involves understanding theories regarding the relationship between economic organization (e.g., the extent of economic markets and corporate structures) and the type of worker organization and public policy responses that are needed to improve the lives of workers. You will demonstrate this knowledge about these matters through writing assignments, examinations, class discussion and role-playing exercises.

A third specific objective will be for you to apply these theories to current policy debates. You will demonstrate this through participation in several in-class debates and through participation in a multi-week interactive collective bargaining exercise.

The learning outcome goals in the course are based on Rutgers University's "Permanent Core Curriculum Learning Outcome Goals" (May 2008).

I. 21st Century Challenges

- Analyze a contemporary global issue from a multidisciplinary perspective
- Analyze issues of social justice across local and global contexts

II. Areas of Inquiry

B. Social Science and History

- Identify and critically assess ethical issues in social science and history
- Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization

III. Cognitive Skills and Processes

A. Writing and Communication

- Communicate effectively in modes appropriate to a discipline or area of inquiry
- Analyze and synthesize information and ideas from multiple sources to generate new insights

B. Quantitative and Formal Reasoning

- Apply effective and efficient mathematical or other formal processes to reason and to solve problems

Class Readings:

All readings for this class are on to Rutgers Sakai: <https://sakai.rutgers.edu>. To log on, enter your Rutgers ID and password in the upper right hand corner. Look for the tabs at the top of the next page. Click on the tab: 37:575:100 04 F11. Click on the menu on the left hand side of the next page to access materials.

Course Expectations:

1. **General:**

- a. **Read** this entire syllabus completely and make sure you understand it. Keep it where you can find it and refer to it. **This is your contract** with the instructors!

- b. **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.
 - c. **Take careful lecture notes.** Copies of power point slides will be posted on Sakai. You should obtain lecture notes from another student if you are forced to miss a class.
 - d. Class sessions will include a mixture of lectures, small group discussions, group exercises, simulations, and role-playing. Students are required to *participate actively* in all aspects of the course, especially small and large group discussions and group exercises.
 - e. When participating in discussions **respect others' views and listen.** You do not have to agree with your classmates, but you must give them your full attention and consideration.
 - f. **Texting, talking on your phone and chatting/emailing (including facebook, twitter, etc.) 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 day.**
2. **Attendance is crucial.** Attendance is taken at each class session at various times during the class. Consider the attendance grade as a bonus – you start with an automatic “A” and unexcused absences erode that grade very rapidly.
 - a. **Why is attendance part of the grade?** Because in this course, learning the subject matter is hugely dependent upon participation, upon being exposed to the ideas discussed not only by the instructors, but also by all your colleagues in the class. This is an incentive not to cheat you of the opportunity to learn!
 - b. **Attendance Policy:** You will each be assigned a specific group led by a teaching assistant (TA) for the entire semester. Each TA will be taking attendance and noting late arrivals, early departures and absences. **Be punctual.** If you are, without reasonable excuse significantly late or persistently late, you will be charged ½ an absence for each occurrence. **Stay for the whole class.** Students who leave early without the instructor's permission will be charged ½ an absence for each occurrence. If you have a legitimate reason for being absent, coming late or leaving early, it is your responsibility to tell us about it **in writing**, either in advance or immediately following the occasion. If you don't do this, you'll not get credit due you.
3. **In-class performance** is a vital aspect of the learning process in this course. Students will be divided into groups of 10 for breakout sessions and projects. The teaching assistants will supervise the groups. Your participation in these group situations goes toward your participation grade. Explain your views. Ask questions. Also listen – don't monopolize the discussion or ignore other views. Do your share of the work in simulations, debates and in-class group activities. Texting, talking on your phone, Facebook and Twitter are prohibited in class, unless part of the group activity.

What happens in the class as a whole depends in large part upon your individual participation in discussions and activities. This class is weighed heavily towards group and experiential learning for several reasons. First, labor and employment studies are the study of individual workers, as well as the study of collective action in the workplace. 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. Workers 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!

- a. **Asking questions is at least as important as answering them!** The question you are reluctant to ask is probably on the minds of many others equally silent. Your question might just lead the way out of confusion. Please do not hold back even if you think your question or comment is “dumb”, which in this class doesn’t exist.
 - b. Your opinions and your defense of those opinions are vital contributions to the learning process here. **Disagreeing with the instructor, who is pretty strongly opinionated, is not only okay, but also welcomed!** There will be no retaliation for your position, but expect a heated exchange, cost free.
4. **Debates:** There will be three debates that you can chose to participate in that will also count towards your participation grade. **Each student must sign up for a minimum of one debate.** Sign up sheets will be sent around early in the semester and you will have the opportunity to select which position you want to take on the topic – first come first served. Participation in and preparedness for the debate will count for one-third of your overall participation grade. The topics will be on affirmative action, globalization and immigration. Those who sign up for more than one debate will have their participation count towards extra credit.

Debate Format and Student Assignments:

Format:

Approximately 45 minutes divided into the following:

- Presentation of each position by one person on the debate team. (8 -10 minutes each = 16 - 20 minutes)
- Responses to question posed by the instructor and students – two people from each debate team (10 minutes)
- Closing remarks/summary of each position by one person on the debate team (3 - 5 minutes each = 6 - 10 minutes)

Student Assignments:

- Research the issues and positions (assigned readings for the class plus additional material – everybody)
- Make the opening presentation – 1 student
- Respond to questions posed by instructor and students – 2 students
- Make the closing remarks/summary of each position – 1 student
- Submit a 1 to 2 page summary and annotated bibliography of sources – everybody

Grading:

You will be given some class time to prepare for each of these debates, however, you will need to do additional work outside of class to be fully prepared. Your TA will be observing your participation in preparing for these debates. While only 4 students will actually participate in the actual debate, all group members must help in conducting research and preparing statements and for anticipated questions posed. **Students will be required to submit peer reviews on all members of their group to evaluate contributions to the overall process.** These peer reviews will be considered in factoring the grade given for each debate. Each debate will be graded based on the following criteria:

- 90 - 100 points for outstanding contributions to the preparation and/or presentation of your team's position. For example, helpful use of additional readings that add something to the discussion, constructive engagement of your teammates, including an alternative point of view 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, etc.
- 85 - 89 points for solid and informed contributions to the preparation and/or presentation of your team's position.
- 75 - 84 points for average contributions. For example, just expressing your opinion with little or no support from evidence; simply agreeing/disagreeing without adding substantive comments or information on your own, commenting in a way which suggests you have not read any research, etc.
- 0-74 points for poor/limited (participate so minimally that there is no evidence of having done the work); 0 for no participation.

5. **Written Assignments:** You are required to write **three (3) short papers** as detailed in the course requirements below. All papers must be at least 4 pages, double-spaced (times new roman, font 12, 1" margins). **You will not get full credit for anything less than this minimum.**
- a. One of the most important components of your written work is your own assessment of what you have learned – what you thought about it, how you reacted, whether or not this information has some meaning for how you are going to spend your life, etc. **Failure to heed this advice means that your paper will be severely penalized.** Sad to say, each term at least one out of four writers IGNORE this advice.
 - b. In addition, do not present your paper in a question and answer format, even though your outline of questions is set up that way. We want an essay in your own words, with an occasional direct quote as necessary, not a verbatim account.
 - c. **Grading Criteria: Content:** Papers should reflect careful, thorough consideration of the assignment. All papers should have a clear, creative thesis and a strong conclusion. Papers should also demonstrate careful reading of the course material, and should cite all sources that were consulted when preparing the assignment using either APA citation rules which can be found on the American Psychological Association website or MLA rules found on the MLA site. **Mechanics:** Student writing should demonstrate college level competence in grammar and style. Students with unsatisfactory writing skills will be encouraged to seek additional assistance from Rutgers writing tutorial resources.
 - d. Papers the instructor(s) deem unacceptable in terms of either content and/or mechanics will be returned to the student for revision prior to grading and marked down for each day the paper is late. Failure to use spell check and grammar check to fix basic mistakes will result in automatic return of the paper without grading.
 - e. **Submitting Papers:** Students will submit papers electronically via Sakai. To submit papers, click the assignments tab and follow the directions there. All papers will be due before the start of class on the due date. Late papers will be marked down one full letter grade for each day that the paper is late. All papers turned in after the start of class on the due date will be considered a day late. **All papers submitted through Sakai will be checked through "turn-it-in", which checks for plagiarism, including work from students, both past and present.**

6. **Exams:** There are two exams that are “objective” tests that are closed book and closed-notes. They are designed to let us know how well you understand the material and whether or not you are keeping up with the reading assignments. The final exam will include a written essay analyzing a situation drawn from or based upon the real world.
7. **Extra Credit:** There will occasionally be opportunities for doing extra credit work. Ordinarily, these opportunities consist of attendance at events of importance to the subject matter of the course. A short paper of two or more double-spaced typed pages telling us what you learned and what you thought about what you learned is required for each extra credit assignment. These assignments will be useful in situations where you are in-between grades – doing extra credits well will get you the higher of the two grades. **You are limited to no more than two such extra credit reports for the semester.**

Civic Engagement Extra Credit: As one of the extra credit opportunities, students in this class may choose to get involved with an organization related to elections, politics, labor issues or social justice. Students must volunteer for a minimum of five (5) hours with this organization and then write short two (2)-page paper based upon your experiences. This could include working on a political campaign; volunteering for Elijah’s Promise, Rutgers Labor Association/USAS, Rutgers Student Union, New Labor, etc. See your discussion leader or instructor for more details on this assignment.

8. **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 this course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit.
9. **Communication:** Students are expected to check their **official Rutgers email account** regularly for class announcements. I will communicate all official course correspondence to students via email/announcements on Sakai. Students are responsible for all information communicated to them via email by the instructor. Verbal discussions before or after class will not be considered official unless followed up with written email confirmation. This includes requests for excused absences.
10. **Evaluation Criteria:**

Grades will be based on: 10% attendance, 25% debate/in-class discussion performance, 20% written work; 10% on each exam and 25% for the bargaining simulation. **It will be virtually impossible to get an “A” in this class if you do not participate in discussions during group discussions.**

Overall Grade: A = 93 –100; B+ = 89 – 92; B = 83– 88 C+ = 79 – 82; C = 73 – 78

Attendance Grade: 0 Classes Missed =100; 1 class missed = 93; 2 classes missed = 86; etc. Grade drops by seven (7) points for each class missed.

Paper Grading: Quality of homework and reaction papers will be evaluated based upon writing mechanics, content/detail, thoroughness, understanding of material and quality of analysis.

Your writing should demonstrate college level competence in grammar and style. Each paper will be graded on a scale of zero (0) to twenty (20), using these five (5) criteria.

Debate Grading: will count towards your overall participation grade. The debate will be worth 33% of your overall participation grade of 25% and your participation in class discussions will be worth 66% of your overall participation grade.

COURSE OUTLINE:

Class #1: Thursday, September 8: Course Introductions; Expectations; Read syllabus thoroughly

Discussion: What is Labor Studies and why is it important?

Video: **Labor Day; Solidarity Forever (Pete Seeger); Union Town (Tom Morello)**

Readings:

1. Terms Used in Labor Studies by Wells Keddie and Amy Bahruth. This is a continuing semester-long assignment – get to know these terms!
2. “Why Teach Labor History,” James Green, *American Educator*, American Federation of Teachers, Winter 2008-2009.

PART ONE – EXPLORING THE WORLD OF WORK

Class #2: Monday, September 12:

Almost everyone works, but, unfortunately, many people do not have good work experiences, whether they are employed as blue or white-collar workers. We will review some basic features of the economy and the U.S. workforce in the old and new economy and discuss the changing nature of work. We will identify what makes work enjoyable and fulfilling, and what makes work a drudgery that has to be endured. We'll take an look at the jobs you have held and those of your close friends or family. How would you classify them? Good jobs? Bad jobs? Why?

Reading:

1. Stephen A. Sweet and Peter Meiksins, *Changing Contours of Work: Jobs and Opportunities in the New Economy* (Thousand Oaks, Calif.: Pine Forge Press, an imprint of Sage Publications, 1998) - Chapters 1 and 2.
2. *Young Workers: A Lost Decade*, AFL-CIO Labor Day 2009 Report (Executive Summary Only!)
3. *The Kids Aren't Alright: A Labor Market Analysis of Young Workers*, Economic Policy Institute
4. Jill A. Fraser, *White Collar Sweatshop: The Deterioration of Work and its Rewards in Corporate America*, W.W. Norton & Company, 2001, pp. 3-11

WRITING ASSIGNMENT #1: Understanding your own family history in the economy

DUE: MONDAY, SEPTEMBER 26th

READ: *Class in America: Shadowy Lines that Still Divide*, Janny Scott and David Leonhardt, New York Times, May 15, 2005 as part of this assignment.

TURN IN YOUR WORK AS AN ATTACHMENT ONLY ON SAKAI

Write a short descriptive paper (minimum of 4 pages, double spaced) about your family's economic history over the past three generations (grandparents, parents, yourself and siblings). For example:

- What jobs/occupations have they had (paid or unpaid)?

- Did your grandmother or mother work outside the home?
- How did they get each job; how long did it last?
- What were these jobs like? What did they do everyday?
- Have they experienced periods of unemployment? If so, how did it affect them?
- Has wealth in your family increased, decreased or remained status quo?
- What class would you say your family belongs to? What factors did you consider in making that choice?
- To what factors in life does your family attribute their financial or professional success? (Individual talent, drive or persistence? Family connections? Education?)
- A caring mentor? A wealthy spouse/family? Any combination of the above?)
- If you have had jobs, briefly describe them.
- How would you feel about following the work path of your parents?

Think about these answers. In the essay, besides summarizing their answers, address how work has affected your family – self-image, identity, opportunities? How have cultural attitudes about gender, race, ethnicity, national origin, or religious affected your family’s work and economic history? You may need to make a phone call home to collect information. After you have written your first draft, re-read Scott and Leonhardt’s “Shadowy Lines that Still Divide”. Then, **write a concluding paragraph** describing where you think your family falls on the generational income change graph located here: http://www.nytimes.com/packages/html/national/20050515_CLASS_GRAPHIC/index_03.html

Class #3: Monday, September 19:

Vulnerable Workers: At-will Employment, Low-Wages and Income Inequality

Over 70% of U.S. workers are at-will employees who can be legally fired or laid off by their employer for almost any reason. At the same time, even though the U.S. is known as the land of opportunity, low wage, dead-end jobs constitute a significant part of our economy, and the U.S. has the highest level of income inequality among all developed countries. We examine the negative impact of at-will employment, income inequality, and low wages on working people.

Video: Waging a Living

CLASS EXERCISE: How much do you need to live in New Brunswick?

Reading:

1. Michael Zweig, *The Working Class Majority: America's Best-Kept Secret* (Ithaca, N.Y.: Cornell University Press, 2000), Chapter 2, "Looking at the Underclass", pp. 77-93
2. Sherman, A. and Stone, C. (2010), "Income Gaps Between Very Rich and Everyone Else More Than Tripled in Last Three Decades, New Data Show," Center on Budget and Policy Priorities, pp. 1-7.
3. Ehrenreich, Barbara, *Nickel and Dimed: On Not Getting By in America* (New York: Henry Holt and Company, 2000), Introduction, Chapter 1 and Evaluation
4. "Can They Do That?" Portfolio Press (*Wrongful Discharge and Employment at Will*), Lewis Maltby
5. Fact Sheet for the 2009 Minimum Wage Increase – Minimum Wage Issue Guide, Economic Policy Institute, 2009
6. Greenhouse, Steven, *Low-Wage Workers are Often Cheated, Study Says*, September 1, 2009, New York Times.
7. Memorial Day by the Numbers, HuffPost Business, May 26, 2011

Monday, September 26th: PAPER #1 DUE TODAY!

Why Social Class Matters

Social class has an extremely significant impact on all aspects of our lives, including our work experiences. Our social class largely determines whether work is good or bad, and what our career opportunities are. In this class, we'll discuss several perspectives on social class, including views that see class primarily as a function of power differences between different groups (capitalist class, middle class, and working class) within the economy.

Reading:

1. G. W. Domhoff, *Wealth, Income and Power*, April 2005.
2. Michael Zweig, *The Working Class Majority: America's Best-Kept Secret* (Ithaca, N.Y.: Cornell University Press, 2000), Chapter 3, "Why is Class Important?" pp. 61-73
3. We Knew They Got Raises. But This?, Pradnya Joshi, *New York Times*, July 2, 2011
4. **REFERENCE:** Fact Sheet on Adjusting the Unemployment Rate
5. **REFERENCE:** How the Government Measures Unemployment, Bureau of Labor Statistics
6. **OPTIONAL:** Stephen A. Sweet and Peter Meiksins, *Changing Contours of Work: Jobs and Opportunities in the New Economy* (Thousand Oaks, Calif.: Pine Forge Press, an imprint of Sage Publications, 1998) - Chapters 5.

PART TWO – LABOR UNIONS: A COLLECTIVE RESPONSE TO “BAD” JOBS

Monday, October 3:

Power and Collective Action

As we have discussed, with wealth comes power. Those who own income-producing property – corporations, real estate, agribusinesses – set the rules within which policy battles are waged. This includes economic and labor relations policy. As a result, our two major parties have very different “theories” of which kind of economic and labor relations policies are best for the country, at least on paper. We'll discuss those theories and some basics on power and the collective response of workers to challenge policies against their best interest.

Video: *The Big One* (Michael Moore, 2002)

Readings:

1. G. W. Domhoff, *The Class- Domination Theory of Power, Who Rules America?*, April 2005
2. Kim Bobo, Jackie Kendall, Steve Max: “The Fundamentals of Direct Action Organizing”, *Organizing for Social Change, Midwest Academy Manual for Activists*
3. Howard Zinn: *The Coming Revolt of the Guard, A People’s History of the United States*
4. “Can Labor Revive the American Dream?” Esther Kaplan, *The Nation*, January 7, 2009.
5. **OPTIONAL:** “Global Unions – A Solution to Labor’s Worldwide Decline”, Stephen Lerner, *New Labor Forum* 16(1): 23-37, Winter 2007
6. **OPTIONAL:** “Confessions of a Union Buster” by Martin Jay Levitt. Pages 33 – 43 and 163 – 200.
7. **FOR REFERENCE ONLY:** “Partisan Politics and the U.S. Income Distribution”, Larry M. Bartels, Princeton University, 2004.

Monday, October 10th:

Labor’s History of Collective Action

One response of working people to “bad” jobs is to come together and form a labor union to advance their economic interests, gain protection against unfair treatment, and to equalize the power differences between themselves and their employers. We will discuss what a labor union is and how unions benefit working people. We’ll also discuss the ways in which labor unions have changed in response to social, economic, and legal trends in U.S. history.

Video: “*The American Experience: Sit Down and Fight – Walter Reuther and the Rise of the UAW*”; *Wisconsin!*

Guest Speaker: Jennifer Porcari, Associate Director, Public Employees, American Federation of Teachers (AFT)

Reading:

1. **Yates:** *Why Unions?* pgs. 8 – 23; *The Tasks Ahead*, pgs. 130 – 152
2. “*The Corporatization of Unions*”, Jim Smith, L.A. Labor News, May, 2002.
3. *The Shameful Attack on Public Employees*, Robert Reich, Huffpost Politics, January 5, 2011.
1. “*Wisconsin Leads Way As Workers Fight State Cuts*”, Michael Cooper and Katharine Q. Seelye, New York Times, February 18, 2011.
2. “*Billionaire Brothers’ Money Plays Role in Wisconsin Dispute*”, Eric Lipton, New York Times, February 21, 2011.
3. “*Wisconsin Governor May Have Violated Labor Law in Koch Call*”, John Nichols, *The Nation*, February 24, 2011
4. “*Recall Wisconsin Election #1: Lessons Learned*”, Mark Pocan, *The Progressive*, July 20, 2011.
5. “*Koch-Backed Group Buys \$150K in TV Time for Wisconsin Ad Blitz*”, Andy Kroll, *Mother Jones*, Fri Jul. 29, 2011.
6. *Wisconsin’s Warning to Union Busters*, New York Times Editorial, August 10, 2011
7. *Wisconsin Labor Delivers Solid Punch, But No Knockout to GOP*, Roger Bybee, *In These Times*, August 11, 2011

WRITING ASSIGNMENT #2: Understanding changing views about labor unions and collective action.

DUE: MONDAY, OCTOBER 24th

TURN IN YOUR WORK AS AN ATTACHMENT ONLY ON SAKAI

First, interview a friend or family member who is 40 or older, and a friend or family member who is younger than 40, about their views about unions. Sample questions could include:

- Have you ever been a union member? If so which union?
- What do you think unions do well? What do you think unions do poorly?
- How do you think that labor unions have changed in the recent years?
- What role do you think that unions have played in the economy in the U.S.? What role do you think that unions should play in the economy?
- What role do you think that unions have played in the political system in the U.S.? What role do you think unions should play in the political system?

Using your interviews as a guide and also drawing upon the class readings and discussions about the history of labor relations, write a short analytic paper (4 page minimum, double spaced) about the role of unions and collective action in the U.S. Your paper should address the following questions:

- How do you think that perceptions of unions have changed over time?
- Did you find differences of opinion in your interviews? If so, what reasons do you think account for the difference?
- On balance, what do you think the role of unions and collective action has been in the social and economic development of the US?

Monday, October 17th:

Organizing!

To defend and advance the interest of working people vis-à-vis their employers, labor unions engage in several key activities. First, labor unions negotiate contracts with employers regarding wages, benefits, and working conditions of employees. Once a contract is negotiated, a labor union enforces the provisions of the contract through the grievance and arbitration procedure and other membership representation activities. However, a union's ability to negotiate good contracts and effectively represent its' members is crucially dependent on whether the union can organize (i.e. recruit) new members and advance its agenda in the political arena (i.e. exercise their power). In this class, we will examine how workers organize and the roadblocks they face in that process. Be prepared to discuss and debate the pro's and con's of public sector unionization. What are the issues? I expect you to have developed your position based on facts and resources that you can site. **A one page summary outline of your position, with associated arguments and resources, will be due at the end of class on October 17th.** This will count towards your small group participation grade and must be handed in to your TA.

Video: Norma Rae

Reading:

1. *Labor's Last Stand*, Jane McAlevey, The Nation, February 16, 2011
2. Five Basic Steps to Organizing a Union, United Electrical, Radio and Machine Workers of America (UE).
3. "Why Labor Needs a Plan B: Alternatives to Conventional Trade Unionism", Janice Fine, New Labor Forum, Spring 2007
4. Jobs with Justice: Fact Sheets – The Organizing Process; Glossary of Terms Organizing and Collective Bargaining.
5. *"The General Strike Can Teach Unions How to Grow"*, David Bacon, LaborNet, July 14, 2004.
6. AFL-CIO Fact Sheets: Unions 101; Union Advantage by the Numbers
7. Bybee, Roger, Corporate Unionbusting Continues, Even as Unionized Workforce Shrinks, *In These Times*, January 26, 2010.
8. AFL-CIO Fact Sheets: Corporate Interference By the Numbers
9. Summary of Rights Under NLRA
10. Labor Laws, Congressional Digest, June-July 1993
11. Fact Sheet: Weingarten Rights

Monday, October 24th: Paper #2 Due Today!

Gender, Race and the World of Work

Over the last fifty years, women and people of color have joined the workforce in large numbers. Although the workforce has become more diverse, racism and sexism continue to be serious problems both within the labor movement and the economy as a whole. In this class, we will examine the role of women and people of color in the workforce and the impediments to full equality in employment relations. In this context, we will explore the labor movement's "mixed" record with respect to the struggles of women and people of color for justice on the job, as well as the arguments for and against affirmative action.

Films: Sections of "At the River I Stand" and "Rosie the Riveter"

Readings:

1. Stephen A. Sweet and Peter Meiksins, Changing Contours of Work: Jobs and Opportunities in the New Economy (Thousand Oaks, Calif.: Pine Forge Press, an imprint of Sage Publications, 1998) - Chapter 3 and 4.
2. "A Brief History of Women in the Labor Movement", Juliet H. Mofford, *Women's History Magazine*, 1996.
3. "Why He Was in Memphis", Peter Dreier, *The American Prospect*, January 15, 2007.
4. The Jungle, Upton Sinclair, Chapter #3
5. LeDuff, Charlie: "At a Slaughterhouse Some Things Never Die", *New York Times*, June 16, 2000.
6. **Optional:** *Martin Luther King on Labor and "I've Been to the Mountaintop"*, Martin Luther King, Jr., April 3, 1968.
7. **REFERENCE:** "Drained: State of the Dream 2010", United for a Fair Economy, January 13, 2010
8. **REFERENCE:** *Women in the Labor Force: A Databook (2010 Edition)*, Bureau of Labor Statistics

Monday, October 31st: Happy Halloween!

Gender, Race and the World of Work - Continued

Debate #1: Gender and Race: Is Affirmative Action good public policy? Is it still needed today?

Midterm Exam – material from September 8th through October 17th

Monday, November 7th:

Is Globalization Good for Working People?

One of the most important and controversial developments affecting working people has been the globalization of the economy. Globalization has had a significant impact on labor standards, working conditions, the level of employment, and the relationship between unions and employers. We will examine the debate over globalization, including labor's responses to globalization and free trade.

Video: Walmart: The High Cost of a Low Price

Debate #2: Globalization: Does the current system of globalization benefit or hurt working people?

Readings:

1. AFL-CIO Fact Sheets: Exporting America; Policy Solutions
2. "Power and Globalization," Michael Zweig, *The Working Class Majority: America's Best Kept Secret*, 2000
3. "The Gospel of Free Trade," A. Macewan, *Real World Globalization*, edited by the Dollars and Sense Collective, Boston, MA, 2006
4. "Globalization: A Brief Overview," International Monetary Fund, *Issues Brief*, May 2008
5. Greenhouse, Steven, Pressured, Nike to Help Workers in Honduras, *New York Times*, July 26, 2010
6. Wal-Mart Watch (website)

WRITING ASSIGNMENT #3: Your Personal Work and Career Aspirations

DUE: MONDAY, NOVEMBER 28th

TURN IN YOUR WORK AS AN ATTACHMENT ONLY ON SAKAI

This paper is more for you than it is for us. Based on the readings and discussions from this course so far, what do you believe you will have to do to prepare yourself to achieve your aspirations? Write a short (3-4 pages, double spaced) paper describing your own aspirations for meaningful work and a satisfying career. You should address the following questions:

1. What career do you aspire to?
2. What features of that job and career are most important to you?
3. What do you need in terms of money, education, support, social connections, etc. to be successful in that career?
4. What advantages do you already have or lack?
5. What obstacles do you foresee to the fulfillment of your life goals? How can you overcome those obstacles?

Monday, November 14th:

What is the Appropriate Public Policy Regarding Immigration?

Throughout our history, immigration has had a significant impact on the economy, workplace conditions, and union activity. As immigrant workers (both documented and undocumented) have become an increasingly greater presence in the work force during the last twenty years, the issue of immigration has become extremely controversial. For many years, the AFL-CIO – the largest national labor organization – opposed immigration in order to protect “American jobs.” Recently, however, the AFL-CIO and the other national labor federation – Change to Win – have taken a position in strong support of immigrant workers’ rights. On the other hand, anti-immigrant groups have gained popularity. In this class, we will examine the impact of immigrant workers on the workforce and organized labor’s stance toward immigrant workers.

Video: “Farmingville”

Debate #3: Immigration: How should, if at all, immigration laws be changed?

Readings:

1. The Labor Movement’s Framework for Comprehensive Immigration Reform, AFL-CIO and Change to Win, 2009
2. “The Immigration Equation,” R. Lowenstein, New York Times, July 9, 2006
3. “Don’t Miss the Bus: The Immigrant Workers Freedom Ride,” K. Wong and C. Munoz, New Labor Forum, Summer 2006

Monday, November 21st:

NO CLASS – Happy Thanksgiving!

Monday, November 28th:

The Bargaining Process

How does collective bargaining work? In this class, we examine the legal and procedural aspects of bargaining, key provisions of a contract, and dispute resolution procedures. Then, we will prepare for the collective bargaining simulation that will occur during the remaining two classes.

Readings:

1. The Union Members' Complete Guide, Michael Mauer, Union Communications Services, Inc., 2001
2. Yates, Michael, *Why Unions Matter, Collective Bargaining*, pgs. 53-80
3. Collective Bargaining Outline
4. Advantages of Collective Bargaining
5. “Using the Seven Tests: Did the Employer Have Just Cause?” UE Steward.
6. Notes on Grievances Under a Union Contract

Monday, December 5th:
Bargaining Simulation

Monday, December 12th:
Bargaining Simulation

Final: Material from October 24th through the end of the course.

ASSIGNMENTS BY DATE:

Thursday, September 8th: Read Syllabus!

Monday, September 29th: **WRITING ASSIGNMENT #1:** Understanding your own family history in the economy

Monday, September 29th: Extra Credit Paper

Monday, October 17th: **Position Summary:** A one page summary outline of your position of public sector unionization, with associated arguments and resources.

Monday, October 24th: **WRITING ASSIGNMENT #2:** Understanding changing views about labor unions and collective action.

Monday, October 31st: **Debate #1:** Gender and Race: Is Affirmative Action good public policy? Is it still needed today?

IN CLASS MIDTERM

Monday, November 7th: **Debate #2:** Globalization: Does the current system of globalization benefit or hurt working people?

Monday, November 14th: **Debate #3:** Immigration: How should, if at all, immigration laws be changed?

Monday, November 28th: **WRITING ASSIGNMENT #3: Your Personal Work and Career Aspirations**

Monday, December 11th: In-Class Final; Extra Credits Due