

Rutgers – the State University of New Jersey
School of Management and Labor Relations Department of Labor Studies
and Employment Relations
37:575:110 Fall 2011

Preliminary Syllabus – to be amended based on student needs and interests

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Office Hours:

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

Classroom: Multipurpose Room - Livingston Student Center

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.

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.
10. 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.

Student Learning Outcomes (LO)

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.

The course will require, on average, about 50 pages of reading for class each week.

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

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, simulations and student presentations. Students are required to *participate actively* in all aspects of the course. Some class sessions, discussions and experiential exercises may be held fully online and students will be expected to participate following the instructions provided by the instructor 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 geared 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. 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.

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!

Students will be assigned to groups early in the semester 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 on-line, 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 on group assignments will be evaluated by the instructor, the Learning Assistants and by the other members of your group.

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 collective bargaining strategy paper as well as team performance during the negotiation simulation.
2. In the second half of the course you will prepare testimony for a mock hearing on a bill concerning a major public policy legislative proposal; this will involve both presentation and a written paper.

Attendance

Students should ***plan to attend every scheduled course session***. The LA's will take attendance at the beginning of class; one point will be deducted from your final grade (based on a 100 point scale) for each absence. In addition you will receive zero points for in-class participation for each class you miss.

If you cannot attend a class, you must notify the instructor in advance. If that is impossible 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 us with documentation.

Be punctual. Students who are late to class two times will 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 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 instructor.**

Feel free to contact the instructors or your Learning Assistant 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 instructor, always include the course number (LSER 110) and assignment number (if relevant) in the subject line of your email.

Required Texts/Readings

There is no text book required for this course. All readings and course materials are available on the Rutgers Sakai/companion course website. You can access the site by going to Sakai.rutgers.edu. To sign in use your assigned Rutgers Sakai login. If you have a problem call the helpdesk at (732) 445-8721 and they will help you. Then click on [Courses]. Then click on [Fall 2011]. Then select [37:575:110 Work Society and Quality of Life]. Further instructions will be covered on September 6, 2011.

Requirements

Written Assignments

There are two types of written assignments for this course: online postings and a team paper.

Online Discussions

Students will be required to participate in regular online discussions with their team members of the course readings prior to attending class. Questions to be addressed in the online discussion will be posted on the site. 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.

You must make at least two postings including one posting by midnight on Sunday prior to class on Tuesday. This is essential so that the instructors have time to read your initial responses to questions prior to class on Tuesday. Your initial post 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, but it should be more than “I agree”: it should add something substantive and show a good understanding of the reading. 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 make at least one further posting responding to a teammate before the start of class.**

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. No contributions posted after the assignment deadline will be counted. 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 Projects/Papers

Each group will be required to write one short (2-3 page) paper on collective bargaining strategy and one 6-8 page paper advocating public policy position related to a work and employment issue.

All members of your team are required to participate in these team papers. Each student will be asked to assess teammates’ contributions to the team effort. More details on these team assignments will be covered in class.

Submitting Papers

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

Papers will not be accepted in class or via email.

Quizzes

There is no midterm or final exam in this course. Instead there will be four quizzes covering readings and lectures given over the course of the semester at approximately 4 week intervals. These quizzes will not be cumulative – questions will be drawn from the course material covered during the weeks identified for the quiz.

Grading Policy

Final grades will be based on the following four factors:

1. Contribution to online discussions 25%
2. Class preparation, attendance and participation 25%
3. Group papers and simulations 25%
4. Quizzes 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. Students who display a strong work ethic, complete assignments on time, attend all classes and participate actively on their team and in the class can expect to be rewarded.

Evaluating 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.
5. College level grammar and syntax.
6. 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.
7. 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.

Evaluating Online Postings

Your online forum contributions will be evaluated on comment quality, participation, and how well you express your ideas and thoughts. Improvement over time will be rewarded. The matrix below is a guide for how submissions will be graded. To earn the maximum 4 points you will need to satisfy each of the elements below.

Forum Grading Matrix:

COMMENT QUALITY		PARTICIPATION		EXPRESSION	
Exhibits an overall understanding of the topic and critical thinking.		Provides a minimum of 2 comments per topic or question – one must be an original post* and at least 1 quality reply. The first comment is made prior to Sunday, 11:59 PM (4 days after forum opens)		Comments are well communicated. It is easy for peers to understand points being made.	
Are relevant to the topic the forum addresses.		Fosters learning community development through replies that acknowledge and then build on the thoughts of others.		Comments are presented using appropriate grammar, sentence structure and spelling.	
Are constructed so that citations of original work are available.		At least 1 comment offers an appropriate question or point for the learning community to consider.		Expression of ideas and thoughts is outstanding.	
		At least 1 comment offers an appropriate external resource for the learning community to consider. Improvement over time will be considered.		Comments are appropriate for an academic forum.	

**What is an original post? An original post is your post that answers the question in a way that demonstrates your overall understanding of the topic. It is often your first post, but doesn't have to be. The original post should give a good idea of what you learned from the lecture or assigned readings/viewings.*

Each forum is worth a maximum of 4 points:

A = 3.6-4.0
B+ = 3.4-3.5
B = 3.2-3.3
C+ = 3.0-3.1
C = 2.8-2.9
D+ = 2.6-2.7
D = 2.4-2.5
< 2.4 = F

If you make a solid and informed contribution to the discussion you will generally get a B. About 2/3 to 3/4 of people each week will get B's, though there is not a strict grading curve.

Your forum grade is based on the following criteria:

- How often did you participate? Two posts per question is *minimally* adequate, whereas fewer than two posts will result in a deduction in points.
- Was your participation interactive? Remember, this is a discussion – it is better to demonstrate understanding of the ideas of others before going on to your own opinion.
- Were your comments thoughtful and based on the readings? Did they reflect an accurate understanding of the material being discussed or were they riddled with errors regarding the course material.
- Were your opinions backed by personal experience or other types of evidence? Did you draw on readings from other courses, current news, or online sources of information in a manner that contributes to the discussion?
- Were your comments expressed clearly and appropriately? Do they show mastery of persuasive written English?
- Were your comments civil? Questioning, debate and disagreeing can be done in a respectful and constructive way or they can be done with the intent to discredit or hurt others. Only the former is acceptable in a “learning community”. One of the advantages to an asynchronous conversation is that participants have the luxury of time to reflect on what they propose to say. You can use this time to craft a thoughtful, meaningful contribution; to check out your premise with course material or independent research; and to edit your writing so that it “says what you mean.”

How can you get the forum grade you want?

Things that will get you more points include:

- Helpful use of additional readings, including things from the supplementary readings or your own online research that adds 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 fewer points 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.
- Minimal participation that does not show any evidence of having done the work.
- Posting fewer than the minimal required posts.
- Failing to submit an original post for each question.
- Failing to post during while the forum is open and active (this will result in zero points)

Participation

In-Class Participation

Each week your Learning Assistants 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, respect to team members, and attentiveness during class and evaluating you on the same 4 point scale covered above. The LAs' evaluations will account for 75% of the participation grade.

Peer evaluations

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

1. Contributes actively to the discussion or activity in their team
4 Always 3 Sometimes 2 Seldom 1 Never
2. Listens respectfully to other team members' ideas at the table and encourages each member to participate.
4 Always 3 Sometimes 2 Seldom 1 Never
3. Demonstrates leadership in getting the team organized to complete discussion and activity assignments
4 Always 3 Sometimes 2 Seldom 1 Never
4. Speaks up in full-class discussions.
4 Always 3 Sometimes 2 Seldom 1 Never

University Policies

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 academicintegrity.rutgers.edu.

Course Schedule

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
		Part I: THE 20th CENTURY MODEL OF EMPLOYMENT
1	September 6	Course Introduction and Overview Syllabus Review, Performance Expectations. First team work exercise
2	September 13	Working: Rights, power, & participation on the job Read: Ehrenreich, B. Nickel and Dime (excerpts) Lerner, R. Men and Women of the Corporation, ch 3
3	September 20	Modes of management: Taylorism and Commitment Read: Taylor, F.: The Principles of Scientific Management, Chapter 2 pp: 1-7 Drucker, P. Why Management. in <i>Management: Tasks, responsibilities, practices</i> (New York: Harper & Row, 1973). R. E. Walton, "From Control to Commitment," <i>Harvard Business Review</i> 63 (1985): 77-84. Case: Treadway Tire Company: Job dissatisfaction and high turnover at the Lima Tire Plant.
4	September 27	Group process Read: Hardaker, M., and B. K. Ward. 1987. How to make a team work. <i>Harvard Business Review</i> 65, no. 6: 112-20. Hill, Linda. <i>A Note on Team Process</i> . Case: A.J.Washington: retaining an NFL Star (Harvard Business School 2008)..
5	October 4	Class and conflict Read: David Leonhardt. "Income Inequality." New York Times, Sept 29, 2010. Sennett, R., and J. Cobb. 1993. <i>The hidden injuries of class</i> . WW Norton & Company. Fussel, Paul. <i>Class: A guide through the American status system</i> . Touchstone, 1983. Chapt 1
6	October 11	Unions and the Wagner Act Read: Chaison, 2006. <i>Unions in America</i> . Chapter 1, "the evolution of labor unions." Von Hoffman, C. 1998. Does This Company Need a Union? <i>Harvard Business Review</i> 76: 24-40
7	October 18	Collective bargaining exercise Team Bargaining Strategy paper due

PART II: 21st CENTURY EMPLOYMENT - EMERGING PATTERNS		
8	October 25	<p>The knowledge Economy</p> <p>Read: Drucker, P. F. 1992. The new society of organizations. Harvard Business Review 70, no. 5: 95-104.</p> <p>Houghton, J. W., and P. J. Sheehan. 2000. A primer on the knowledge economy. Centre for Strategic Economic Studies, Victoria University of Technology.</p> <p>Case:.</p>
9	November 1	<p>Diversity and employment rights</p> <p>Read: Reardon, K. 1993. The memo every woman keeps in her desk. Harvard business review 71, no. 2: 16.</p> <p>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.</p> <p>Muhl, C. J. 2001. The employment-at-will doctrine: Three major exceptions. Monthly Labor Review 124, no. 1.</p>
10	November 8	<p>Globalization and its effects on workers</p> <p>Read: Peter Bisson, Elizabeth Stephenson and S. Patrick Viguerie. "Global Forces: An Introduction." McKinsey Quarterly. June 2010.</p> <p>Lowell Bryan. "Globalization's Critical Imbalances." McKinsey Quarterly. June 2010.</p> <p>U.S. Bureau of Labor Statistics. "Around the World in Eight Charts." BLS.</p> <p>Bob Davis, John Lyons and Andrew Bateson. "Globalization Gains Come With a Price." Wall Street Journal. May 24, 2007/</p> <p>David Wessel and Bob Davis. "Pain From Free Trade Spurs Second Thoughts. Wall Street J." March 28, 2007. Also read accompanying chart: "The Globalization Conundrum."</p> <p>Due: First Draft of Team Papers</p>
11	November 15	<p>Alternative economic and employment systems</p> <p>Read: "A primer on neoliberalism" is an overview of the theory and history behind the policy of free and open markets</p>
12	November 29	<p>New social movements</p> <p>Read: Carty, Victoria. 2003. New Social Movements And The Struggle For Workers' Rights In The Maquila Industry. Theory and Science.</p> <p>The Movement: the rise of tea party activism," <i>The New Yorker</i>, February 1, 2010.</p> <p>Norris, P. 2002. Democratic phoenix: Reinventing political activism. Cambridge Univ Pr.</p>
13	December 6	<p>Public policy and political action</p> <p>Papers – Final draft due; Simulation</p>
14	December 13	<p>Course Wrap Up</p>