INTRODUCTION TO LABOR STUDIES AND EMPLOYMENT RELATIONS
RUTGERS UNIVERSITY 37:575:100:05
SPRING 2012

Instructor: Carla A. Katz
Wednesday: 12:35 p.m. – 3:35 p.m., Ruth Adams Bldg., Room 206, Cook/Douglass Campus
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Office Hours by appointment.

Course Overview: The class is designed to give you an overview of various aspects of labor and employment relations, including the perspective of working people and their labor organizations. We will also study the changing nature of work, workers and workers’ institutions and organizations; the impact of technological change, the economic cycle, social class, immigration, race, ethnicity and gender; the role of government in labor policy; the history of unions, the role of unions in politics and challenges the labor movement faces today; and collective bargaining and workers rights issues.

Class will include lectures, small group discussions, simulations, in-class assignments, and media presentations. Students are encouraged to freely express their views. Respect for the appreciation of different viewpoints will be a guiding principle in this class.


All readings, except for the text, are available on Rutgers Sakai, which you may access at http://sakai.rutgers.edu. To log on, enter your Rutgers ID and password in the upper right hand corner. Click on the tab: 37:575:100:05. Click on modules on the menu on the left hand side of the page.

The syllabus, schedule and assignments are subject to change as the course evolves.

Course Requirements

1. Read entire syllabus and make sure you understand it. This is your contract with the instructor.

2. Be prepared for class. Always read the material assigned for a class before the class. Bring the material to class with you in case you need to refer to it (for instance, for an open-book quiz or for a discussion). Check your email regularly for class announcements.

3. Be present and be on time. Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An email is automatically sent to me. Please note: My attendance policy is that students
begin with an “A” for attendance. However, the grade for attendance will decline each 
time a student is absent, late, or leaves early. If you are late or leave early, you will be 
charged with ½ class absence. If you have a legitimate reason for your absence, lateness 
or need to leave early, it must be provided to me in writing in advance or immediately 
after the occurrence. Even excused absences must be reported via the University absence 
reporting website indicated above.

4. **Participate in discussions and group activities.** Students will be divided into groups 
for breakout sessions and projects. The teaching assistants will supervise the groups. 
Your participation in these group situations goes to your participation grade. Explain 
your views. Ask questions. Listen – don’t monopolize the discussion or ignore other 
views. Do your share of the work in simulations and in-class group activities. Texting, 
talking on your phone, FB and Twitter are prohibited in class (unless part of the group 
activity).

5. **Take careful lecture notes.** Copies of any power points will be posted on Sakai. You 
should obtain lecture notes from another student if you miss a class. These are not 
provided by the instructor or by teaching assistants.

6. **Academic Integrity:** Academic integrity requires that all academic work be the 
product of an identified individual or individuals. Join 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.

**Evaluation**

For purposes of grading, there are four components of the course:

- Bargaining exercise (10%)
- Class preparation, attendance and participation (20%)
- Written assignment (20%)
- Exams (50%):
  - There will be two (2) exams that are predominantly “objective” – a combination 
of short-answer, objective, and short essay items given in class. Both closed 
book but you may bring one note card or sheet of paper no larger than 4x6 inches 
with notes on it. (25%). The second exam will be similar in nature to the first 
exam but cover material since the first exam. (25%)

Attendance Grade: You start with 100 points and will drop seven (7) points for each class 
missed.
Learning Objectives: This is a social science course; the following SAS learning objectives are particularly relevant:

**h. Understand the bases and development of human and societal endeavors across time and place.** One 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 through writing assignments and examinations.

**m. Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.** A second 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 through writing assignments and examinations.

**n. Apply concepts about human and social behavior to particular questions or situations.** A third objective will be for you to apply these theories to current policy debates. You will demonstrate this through participation in class debates and through participation in a collective bargaining exercise based on current situations.

**Collective Bargaining Exercise:** The entire class will participate in a collective bargaining game spanning a couple of weeks. Students will be assigned to union team or to a management team and will be required to negotiate a contract by a set date and time. You will be graded as a team on this exercise.

**Written Assignment--Due in Class on April 11, 2012**
You will be asked to complete one 5 page written assignment chosen from a list of possibilities. The instructor will provide the choices. The paper should be well written, typed and completely original – your work, not someone else’s. If you have any questions about which written assignment to pursue given your own unique situation, please talk to the instructor early in the semester. All papers should be typed, 12-point font, double-spaced with one-inch margins.

The written assignment is to be handed in at the beginning of the April 11, 2012 class. If you are unable to make class, the assignment may be submitted electronically via email to me or through Sakai. Late papers (after 12:00 noon the next day after they are due) will receive lower grades and will be accepted only at the discretion of the instructor – grades will be reduced for any late assignments that are accepted.
I. Week 1, January 18, 2012: Introduction to the Class and Course Requirements

- Review Syllabus and discuss expectations. Assignment of groups
- What is Labor Studies and why is it important?
- Discussion of work, family, how job and income security affect workers and their families. Relate the Great Depression and decline of manufacturing in the late 1970's/early 1980s to the recession and globalization today
- Introductory analysis of the jobs that you have held and those of your close friends or family.

**Week One Assignment:**

- Read all readings for Week 2 prior to class
- Come to the next class prepared to discuss your family’s economic history over the past three generations, including: occupations they had, how did they get their jobs and how long did they keep them, did they experience periods of unemployment, has your family wealth increased or decreased over the generations, to what factors does your family attribute their financial or professional success (eg. talent, ambition, persistence, connections, education, mentors…) how you would feel about following in your parents’ work path.

- Read this syllabus thoroughly. Learn how to use Sakai and locate readings.

II. Week 2, January, 25 2012: Class, Income and Social Mobility

**DISCUSSION: Inequality and stratification in the U.S.**

Class, family and the centrality of work; What does it mean to say we are in a ‘new economy’; Young workers, the new economy and the economic recession

**READINGS:** Stephen A. Sweet and Peter Meiksins, “Changing Contours of Work: Jobs and Opportunities in the New Economy, Chapter 1, “Mapping the Contours of Work and Chapter 2, How New is the New Economy?"

Studs Terkel, "Working: People Talk About What They Do All Day and How They Feel About What They Do" (New York: Random House Inc., 1972), interviews with steelworker Mike LeFevre, pp. XXXI-XXXVIII, farm worker Roberto Acuna, pp. 7-13, and waitress Delores Dante, pp. 293-298


AFL-CIO “Young workers: A Lost Decade”

Economic Policy Institute “The Kids Aren’t Alright: A Labor Market Analysis of Young Workers”

**GROUP BREAKOUT DISCUSSION:** Insights from the family interview project

**III. Week 3, February 1, 2012: Power Dynamics, the New Economy and the Future of Work**

**DISCUSSION:** Distribution of Wealth and Power

**FILM:** “The Big One”, Directed by Michael Moore

**READINGS:**


Stephen A. Sweet and Peter Meiksins, “Changing Contours of Work: Jobs and Opportunities in the New Economy, Chapter 5, Who’s Jobs are Secure?

Shierholz, Heidi, *For Four out of Five Unemployed Workers. There are No Jobs*, Economic Policy Institute, August 11, 2010.


**REFERENCE:** How the Government Measures Unemployment, Bureau of Labor Statistics

**GROUP BREAKOUT DISCUSSION:** Based on the readings and class materials discussed thus far, discuss and defend your view of class in America. Is our system a “power pyramid” as suggested by G.W. Domhoff or is our system based on egalitarian principles where everyone has the equal chance at making it big? Be prepared to support your argument based on facts and the readings.

**IV. Week 4: February 8, 2012: Labor’s History of Collective Action/ Organizing the Unorganized**

**DISCUSSION:** Role-plays and Discussion on Organizing the Unorganized

**READINGS:** Stephen A. Sweet and Peter Meiksins, “Changing Contours of Work: Jobs and Opportunities in the New Economy, Chapter 7, “Reshaping the Contours of the New Economy.”

Michael Yates,” Why Unions Matter?” pp. 8 - 23; *The Tasks Ahead*, pgs. 130 - 152


“The Risk of Dismissal for Union Organizing and the Need to Modify the Process”, Testimony by Dean Baker, Co-Director, Center for Economic and Policy Research.


AFL-CIO Fact Sheets: Unions 101; Union Advantage by the Numbers

IV. Week 5, February 15, 2012: Labor and Employment Law

DISCUSSION: Overview of Private Sector Labor and Employment Law

READINGS:


Basic Guide to the National Labor Relations Act: General Principles of Law Under the Statute and Procedures of the National Labor Relations Board.

Sloan Work and Family Research Network, Selected U.S. Labor Laws and Regulations Timeline, July 2004

VI. Week 6, February 22, 2012: Public Sector Labor and Employment Law


DISCUSSION: Why are public worker unions and members under siege across the country? In what ways has the collective bargaining process for public workers suffered as a result of legislative changes being made in numerous states, including New Jersey?

Midterm Examination Review

VII. Week 7, February 29, 2012: MIDTERM EXAM
VIII. Week 8, March 7, 2012: Work, Race, Ethnicity and Equality:

DISCUSSION: Race, ethnicity and inequality in the workplace

FILM: “At the River I Stand” (1993 documentary on Martin Luther King and 1968 Memphis sanitation workers strike)

READINGS: Stephen A. Sweet and Peter Meiksins, “Changing Contours of Work: Jobs and Opportunities in the New Economy, Chapter 4, “Race, Ethnicity and Work.”

Charlie LeDuff “At a Slaughterhouse Some Things Never Die” (pp. 96-114)
Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack”

Upton Sinclair, “The Jungle”, Chapter #3


GROUP BREAKOUT DISCUSSION: Read Upton Sinclair's The Jungle and the article by Charlie LeDuff entitled "At the Slaughterhouse Some Things Never Die. Compare the situation for meat workers now and when Sinclair's novel was published. How are they similar? How are they different? Has the situation improved? Why or why not? Would you want to work in a meat packing plant or slaughterhouse? Why or why not?

SPRING BREAK: MARCH 10 THROUGH MARCH 18, 2012

IX. Week 9: March 21, 2012: Work, Gender and Equality

DISCUSSION: Gendered Work and Inequality and Gender Pay Gap

FILM: Bread and Roses


Gatta, Mary and Yasemin Besen-Cassino, Gender Pay Gap in New Jersey, A report of the American Association of University Women, 2010

Video- Lilly Ledbetter Case from Supreme Injustices

GROUP BREAKOUT DISCUSSION: Based upon reading sections of “Nickel and Dimed” and other material, do you think Ehrenreich's experiment was a fair
representation of the life of a low-wage worker in America? Ehrenreich asserts that her experience would have been radically different had she been a person of color or a single parent. Do you agree? Ehrenreich found that some low-wage workers are reluctant to form labor organizations. Discuss.

X. Week 10: March 28, 2012: Work and Family

DISCUSSION: Challenges of integrating work and life; Work hours and ‘overwork’; Family leave; Role of gender and socio-economic class


Sarah Fass, “Paid Leave in the States”


**Written Assignment Due: Hand in at Class Meeting

DISCUSSION: What unions do, types of unions; other elements in the labor movement; process of collective bargaining; union


XII. Week 12: April 11, 2012: Immigration Old and New

DISCUSSION: Is immigration good for the American economy and workers?

FILM: In America


Optional Reading:


XIII. Week 13: April 18, 2012: Collective Bargaining Exercise

XIV. Week 14: April 25, 2012 Collective Bargaining Exercise

XV. Week 15, TBD May 3-9, 2012 Final Examination