Syllabus

37:575:301:01: COMPARATIVE LABOR MOVEMENTS
Tuesday and Thursday 4:30pm-5:50pm, Scott Hall, Room 104
College Avenue Campus, Rutgers University
Spring 2012

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Course Description

This course examines alternative approaches to the development of labor movements in the selected major economies in the world, including Canada, Britain, Germany, France, Denmark, Italy, Japan, and China. The term Comparative in the title of the course is essential. We need to go beyond conventional assumptions to see our labor movement in the light of how workers and trade unions in other nations respond to the changing environment. The emphases will be on the different ways in which workers are organized, the relative success workers and unions have achieved, the different roles played by the state, and the reasons why particular union revitalization strategies and national models of employment relations develop.

Learning Objectives

By the end of the course, students will be able to:

1. Develop a solid understanding of employment relations systems, labor movements, and social justice in the selected eight countries.

2. Compare and contrast the labor movements in the selected nations with each other, and with that in the United States.

3. Analyze issues of social justice across the selected eight countries plus the US（This corresponds to SAS learning objective D）.

4. Use the comparative approach and theoretical models to critically analyze employment relations, labor movements, and social justice in the countries not covered in this course.

5. Analyze the degree to which forms of human difference shape industrial relations actors' experiences and perspectives （This corresponds to SAS learning objective A）.

6. Become familiar with sources of data and other information about employment relations and labor movements overseas.

7. Improve professional competencies such as critical thinking and problem solving skills, verbal and written communication skills, and leadership, team and interpersonal skills.

Expectations of Students

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 do both.

Take careful lecture notes. You should obtain lecture notes from another student if you are forced to miss a class. These are not provided by the instructor.

Participation

Class sessions will include a mixture of lectures, small and large group discussions and student presentations. Students are required to *participate actively* in all aspects of the course.

When participating in discussions explain your views using reasoned arguments and provide evidence for assertions of fact. *Respect others' views and listen*. You do not have to agree with your classmates, but you must give them your full attention and consideration.

Texting, talking on your phone and emailing 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.

Attendance

Students should *plan to attend every course session*. Students must sign in personally

at the beginning of class; failure to do so will result in a loss of attendance points. I recognize that illness, death in the family or other emergencies happen, and will excuse absences as long as the affected student can provide me with proof. Signing in for another student is considered academic dishonesty and can result in failing the course.

Be punctual. Students who are late to class two times 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

Students are expected to check their official Rutgers email accounts regularly for class announcements. The instructor/teaching assistant will communicate all official course correspondence to students via email. Students are responsible for all information communicated to them via email by the instructor/teaching assistant. Verbal discussions with the instructor before or after class will not be considered official unless followed up with written email confirmation.

Feel free to contact the instructor/teaching 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 "Comparative Labor Movements" in the subject line of your email.

Evaluation

Final grades will be based on the following four factors:

1. Class preparation, attendance and participation (35%)
2. Individual written assignments (20%)
3. Group presentations (10%)
4. Mid-term and Final Exams (35%)

Class Preparation, Attendance and Participation

The class participation grade will include your attendance and your contribution to the intellectual life of the classroom, demonstrated by your knowledge of the readings and the questions or comments you raise during lectures and discussions. Everyone should be prepared to attend the classes and make contributions that will be assessed on the following scale:

- 0: absence
- 0.5: presence, but no (or irrelevant) comments/questions or reiteration of comments/questions that have already been made
- 1: comments/questions that enhance the learning of classmates by integrating conceptual frameworks, readings, or personal experience

This assessment scale applies to each regular class except the first class and two exam classes. There are 25 points in total.

In addition, the instructor will assign students to groups early in the semester and students will discuss course readings in groups throughout the semester. Each student will sign up for two classes in which he/she will lead discussions. Discussion leaders are required to write a one-page memo for each leading discussion which may include discussion questions, summaries, or comments, and send the memo to the instructor and teaching assistant before the classes. Each leading discussion accounts for 2.5 points. There are 5 points in total.

Finally, there will be group peer evaluations of your group members' performance in class participation, which will account for 5 points.

Individual Written Assignments

There are two individual written assignments, each accounting for 10 points.

Grading Criteria

Content: Papers should reflect careful, thorough consideration of the assignment. All papers should demonstrate careful reading of the course material, and should cite all sources that are 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.

Papers the instructor deems 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.

Submitting Papers

Students will submit all individual papers electronically via the Sakai course website. Students can submit their papers by following these directions:

- Include a header on your paper with your last name, first initial and assignment #]
- Go to the Sakai course site
- Click on Assignment
- Click on the correct assignment number

- Click on submit as Student
- Drop all the way down below the text box and click on add attachments
- Click on the browse files
- Select your document and upload
- Make sure to complete the upload
- Check to be sure you post your paper under the appropriate assignment

The instructor will not accept individual papers in class or via email.

Group Presentations

There will be a group presentation accounting for 10 points. Students have the freedom to form their own small groups. Each group should submit a copy of their presentation slides via email as well as a cover sheet giving the names and student IDs of the group participants before the class in which they present. The submitted presentations should include a list of references or sources. Each group will have 15 minutes to present and 5 minutes to answer questions.

There will be peer evaluations of your group members' contribution to the group presentations. Each participating student is required to submit your peer evaluation to the instructor. The peer evaluation grades range from 0 to 10. Your final grade for the group project will be based on both your group performance (which will be evaluated by the instructor) and your average peer evaluations. For example, if your group gets 9 (the full mark is 10) for your group presentation, and your average peer evaluation score is 9.5/10, your final score for the group presentation will be 9 X 9.5/10=8.55.

Deadlines

Individual papers and group presentation slides 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.

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 www.rutgers.edu

Mid-term and Final Exams

The mid-term exam for this course will cover material (course readings, lectures, discussion questions, films, etc) from the first half of the course. It will consist of a combination of identifications and short-answer questions. The final exam will cover material from the second half of the course.

Course Readings and Other Materials

Text: Bamber, Greg, Russell Lansbury and Nick Wailes. 2011. International and Comparative Employment Relations: Globalization and Change (5th Edition). Thousand Oaks, CA: Sage Publications.
(Note: You can purchase this text from either the university book store or online stores such as Amazon which might be cheaper. Chapter 1 and Chapter 4 of the text are posed on Sakai in case you cannot get the text on time.)

All other materials are available on the course Sakai website. Students can access the course Sakai site by following these directions:

- Go to http://sakai.rutgers.edu_
- To log on, enter your Rutgers net ID and password in the upper right hand corner.
- Look for the tabs at the top of the next page. Click on the tab: 37:575:301:01 Sp12.
- Click on "resources" on the menu on the left hand side of the next page. You should see the course syllabus and all of the course readings.

Course Outline

1. Introduction and Approaches to Comparative Labor Movements

Tuesday, Jan.17, 2012

Read: This syllabus.

Thursday, Jan.19, 2012

Read: Bamber et al. 2011. Chapter 1: Introduction.

Freeman, Richard. 1994. "Lessons for the United States." In Richard Freeman ed. Working under Different Rules, New York: Russell Sage Foundation, pp. 223-239.

Tuesday, Jan.24, 2012

Read: Jandt, Fred. 2006. An Introduction to Intercultural Communication. Thousand Oaks, CA: Sage, Chapter 7, pp. 159-181.

Film: Going International: Part II

Due: Learn how to access the course readings on sakai
Learn how to submit papers on sakai course website

2. Small Differences that Matter: The Labor Movement in Canada

Thursday, Jan.26, 2012

Read: Bamber et al. 2011. Chapter 4: Employment Relations in Canada.

Tuesday, Jan.31, 2012

Film: Final Offer

Thursday, Feb.2, 2012

Read: Card, David and Richard Freeman. 1994. "Small Differences that Matter: Canada Vs. The United States." In Richard Freeman ed. Working under Different Rules, New York: Russell Sage Foundation, pp. 189-222.

Taras, Daphne. 2001. "Explaining Canadian-American Differences in Union Density." Proceedings, Industrial Relations Research Association, pp. 153-162.

3. Social Partnership and Union Revitalization in Britain

Tuesday, Feb.7, 2012

Read: Bamber et al. 2011. Chapter 2: Employment Relations in Britain.

Thursday, Feb.9, 2012

Read: Peters, Nancy. 2004. "The United Kingdom Recalibrates the US National Labor Relations Act: Possible Lessons for the United States." Comparative Labor Law and Policy Journal, 25 (2), pp. 227-256.

Tuesday, Feb.14, 2012

Read: Terry, Michael. 2004. "'Partnership': A Serious Strategy for UK Trade Unions?" In Anil Verma and Thomas Kochan eds. Unions in the 21st Century. New York: Palgrave Macmillan, pp.205-219.

BBC News: Public sector strike rallies held across UK, Nov.30, 2011.

4. Globalization, Welfare State, and Danish Trade Unions in the 21 Century

Thursday, Feb.16, 2012

Read: Bamber et al. 2011. Chapter 9: Employment Relations in Denmark.

Tuesday, Feb.21, 2012

Read: Denmark: Globalization and the Welfare State. HBS 9-709-015, Rev. October 16, 2009.

5. The Dual System of Worker Representation and Union Revitalization in Germany

Thursday, Feb.23, 2012

Read: Bamber et al. 2011. Chapter 8: Employment Relations in Germany.

Due: Individual Written Assignment #1

Tuesday, Feb.28, 2012

Read: Rogers, Joel and Wolfgang Streeck. 1994. "Workplace Representation Overseas: The Works Councils Story." In Richard Freeman ed. Working under Different Rules, New York: Russell Sage Foundation. Only read pages 97-117.

Ewing, Jack. 2009. "The Apprentice: Germany's Answer to Jobless Youth." Business Week, October 7, 2009.

Thursday, Mar.1, 2012

Read: Waldman, Cara. 2004. "The Future of German Labor Relations: Lessons German Unions Can Learn from American Failures." Connecticut Journal of International Law, Vol. 19, No. 3, pp. 689-726.

Dougherty, Carter. 2006. "In Germany, U.S. model is tough sell." New York Times, August 4, 2006.

Tuesday, Mar.6, 2012 Mid-term Exam (covering the first half of the course)

6. State Intervention and the Ideologically Divided French Trade Unionism

Thursday, Mar.8, 2012

Read: Bamber et al. 2011. Chapter 7: Employment Relations in France.

Tuesday, Mar.20, 2012

Read: Unemployment in France: "Priority Number One." HBS 9-795-064, Rev. October 23, 1995.

Crumley, Bruce. 2011. "France's Labor Paradox." Times, March 14, 2011.

7. Social Pacts and Centralized Collective Bargaining in Italy

Thursday, Mar.22, 2012

Read: Bamber et al. 2011. Chapter 6: Employment Relations in Italy.

Tuesday, Mar.27, 2012

Read: Regalia, Ida and Marino Regini. 2004. "Collective Bargaining and Social Pacts in Italy." In Harry Katz, Wonduck Lee, and Joohee Lee eds. The New Structure of Labor Relations: Tripartism and Decentralization, Ithaca: Cornell University Press, pp. 59-83.

Rosen, Jon. 2009. "Italy Turns up the Heat on Immigration." World Politics Review, July 4, 2009.

8. Life-Time Employment, Lean Production and Enterprise Unionism in Japan

Thursday, Mar.29, 2012

Read: Bamber et al. 2011. Chapter 10: Employment Relations in Japan.

Tuesday, April 3, 2012

Read: Watanabe, Susumu. 2000. "The Japan Model and the Future of Employment and Wage Systems." International Labor Review, 139 (3), pp. 307-333.

Sako, Mari. 1997. "Shunto: The Role of Employer and Union Coordination at the Industry and Inter-Sectoral Levels." In Mari Sako and Hiroki Sato eds. Japanese Labor and Management in Transition: Diversity, Flexibility and Participation, NY: Routledge, pp. 236-264.

Film: Manufacturing Miracles

Due: Individual Written Assignment #2

9. Globalization, Economic Transition, and the State-Controlled Labor Movement in China

Thursday, April 5, 2012

Read: Bamber et al. 2011. Chapter 12: Employment Relations in China.

Tuesday, April 10, 2012

Read: Global Labor Strategies. 2008. Why China Matters: Labor Rights in the Era of Globalizations.

Thursday, April 12, 2012

Read: Mingwei Liu. 2010. "Union Organizing in China: Still A Monolithic Labor Movement?" Industrial and Labor Relations Review, 64 (1), pp. 30-52.

Blodget, Henry. 2012. "Your iPhone Was Built, In Part, By 13 Year-Olds Working 16 Hours A Day For 70 Cents An Hour". http://www.businessinsider.com/apple-child-labor-2012-1

10. Group Presentations, Conclusions, and Final Exam

Tuesday, April 17, 2012 Group Presentations

Due: Group presentation slides, Group 1-4

Thursday, April 19, 2012 Group Presentations

Due: Group presentation slides, Group 5-8

Tuesday, April 24, 2012

Read: Verma, Anil and Thomas Kochan. 2004. "Unions in the 21st Century: Prospects for Renewal." In Anil Verma and Thomas Kochan eds. Unions in the 21st Century. New York: Palgrave MacMillan, pp. 1-16.

Thursday, April 26, 2012 Final Exam (covering the second half of the course)

Individual Written Assignments

Assignment 1 – Due Feb.21, 2012

Read the case "The Welfare State and its Impact on Business Competitiveness: Sweden Inc. for Sale?" HBS 9-703-019, Rev. November 12, 2002. Write a short essay (3-4 pages, double

spaced) answering at least one of the following questions:

- What was the "Swedish Model?" How did it work? What assumptions did it rely on? What were the pros and cons?
- Was the cause of problems external "shocks" or internal "institutional sclerosis" in the manner of Nobel Economics Prize winner Mancur Olson?
- What were the responses to the 1992 crisis in Sweden? Have they worked? Does experience illustrate/prove Meidner's assertion or disprove it?
- Would you move Ericsson to London? Why or why not?
- Is the welfare state sustainable? How?
- What are the similarities and differences between the Swedish Model and the Danish Model we studied in class?

Assignment 2 – Due April 3, 2012

The readings and lectures in the past weeks have examined the key labor market institutions and union strategies in the European context. Pick up one that you think is helpful in protecting/improving worker interests or increasing social justice in the specific country context, describe it, and explain why it is helpful. Can this institution or union strategy be transplanted to the U.S.? If yes, what needs to be done? If not, what are the barriers? Do the differences between people in the US and in the Europe prevent this transfer? If yes, what are the differences and how do they prevent this transfer? The essay should be 3-4 pages, double spaced.

Group Presentations

Each group chooses a country not covered in this course (note: there may be little literature available for some countries. Please discuss with the instructor in advance on your country selections). Give a 15 minutes presentation on the country's employment relations system and be prepared to answer questions (5 minutes for questions and answers). Please send your presentation slides to the instructor via email by April 17 (group 1-4) or April 19 (group 5-8).