Syllabus

38:578:562:01: INTERNATIONAL COMPARATIVE LABOR AND EMPLOYEMNT RELATIONS

Wednesday 4:30pm-7:10pm, Labor Education Center, Room 130/131 Cook/Douglass Campus, Rutgers University Spring 2012

Professor: Mingwei Liu

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Office Hours: Wednesday, 3:30pm-4:30pm or by appointment

Office Location: Labor Education Center, Room 149 (Cook/Douglass Campus)

Course Description

This course examines alternative approaches to labor and employment relations in the selected major economies in the world, including Canada, Britain, Germany, France, Sweden, 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 employment relations in the light of how workers, trade unions, employers/management, and governments in other nations respond to the changing environment. The emphases will be on the different ways in which workers are organized, the different strategies of labor management adopted by employers, the roles played by the state, and the reasons why particular 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 in the selected eight countries.
- 2. Compare and contrast labor and employment relations in the selected nations with each other, and with those in the United States.
- 3. Use the comparative approach and theoretical models to critically analyze labor and employment relations in the countries not covered in this course.
- 4. Become familiar with sources of data and other information about labor and employment relations overseas.
- 5. 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 materials before the class so that you can fully participate in class discussions and more easily follow the lecture. Bring the week's reading materials 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, 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 will communicate all official course correspondence to students via email. Students are responsible for <u>all</u> information communicated to them via email by the instructor. 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 via email with questions or concerns about the course. I will do my best to get back to you within 24 hours. When emailing the instructor, always include "International Comparative Labor and Employment Relations" in the subject line of your email.

Evaluation

Final grades will be based on the following four factors:

1.	Class preparation, attendance and participation	(30%)
2.	Group presentations	(10%)
3.	Two Individual Written Case Analyses	(20%)
4.	Individual Term Paper	(40%)

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. While I will lead class discussions, in each class three or four students will act as facilitators of student involvement, asking questions, making comments, or offering insights or thoughts on the materials assigned. Facilitators are required to write a one-page memo which may include discussion questions, summaries, or comments, and send the memo to the instructor before the classes. Each student will be a discussion facilitator twice throughout the semester. I'll assign students to each class at the beginning of the semester.

Everyone should be prepared to attend the classes and make contributions that will be assessed on the following scale:

□ 0: absence
□ 1: presence, but no (or irrelevant) comments/questions or reiteration of comments/questions that have already been made
□ 2: 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. In addition, for each facilitator role that you play, you can gain up to 2 points.

The total attendance and participation grade will be: 2 X 13 regular classes + 2 X 2 facilitator roles = 30.

In addition, I will give extra points to students who actively participate in class discussions and play successful facilitator roles throughout the semester.

Individual Written Case Analyses

There are two individual written case analyses (3-4 pages each, double spaced), each accounting for 10 points. They are meant to be in-depth written analyses of the required cases assigned on the syllabus, and should address at least one of the questions raised in the syllabus.

Individual Term Paper

There is a 12-15 page (double spaced) individual term paper which accounts for 40 points. You will need to do original research and use at least two additional academic sources (books or articles) beyond those discussed in class.

Grading Criteria

Content: Papers (case analyses and term 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 master 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 <u>not</u> accept individual papers in class or via email.

Group Presentations

There is a group presentation accounting for 10 points. 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 20 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

Course Readings and Other Materials

Required Text:

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: 38:578:562:01.
- 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 International Comparative Labor and Employment Relations

Wednesday, January 18, 2012

Read: This syllabus.

Film: Going International: Part II

2. Wednesday, January 25, 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.

Phelan, Craig. 2007. "Worldwide Trends and Prospects for Trade Union Revitalization." In Craig Phelan ed. Trade Union Revitalization. Bern, Germany: Peter Lang, pp. 11-38.

Guest Lecture: Library Resources on International Comparative Labor and Employment Relations, presented by Donna Schulman, Director of the SMLR Library, Rutgers University.

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

3. Small Differences that Matter: Labor and Employment Relations in Canada

Wednesday, February 1, 2012

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

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.

Film: Final Offer

4. Neoliberal Economic Reform and Employment Relations in Britain

Wednesday, February 8, 2012

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

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.

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.

5. The Dual System of Worker Representation and Employment Relations in Germany

Wednesday, February 15, 2012

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

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.

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.

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

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

6. The Welfare State and the Danish Employment Relations

Wednesday, February 22, 2012

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

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

Due: Individual Written Case Analysis #1

7. State Intervention and the Ideologically Divided French Trade Unionism

Wednesday, February 29, 2012

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

Howell, Chris. 2009. "The Transformation of French Industrial Relations: Labor Representation and the State in a Post-*Dirigiste* Era." Politics and Society, 37 (2), pp. 229-256.

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

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

8. Social Pacts and Centralized Collective Bargaining in Italy

Wednesday, March 7, 2012

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

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.

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

Wednesday, March 21, 2012

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

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

10. Globalization, Labor Law Reform, and the State-Controlled Labor Movement in China

Wednesday, March 28, 2012

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

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

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

11. International Trade and Labor Rights

Wednesday, April 4, 2012

Read: Rakocy, Betsy, Alejandro Reuss, Chris Sturr, and the Dollars & Sense Collective.
(Eds.) 2007. Ch. 4: International Institutions and Trade Agreements, in *Real World Globalization: A Reader in Economics, Business and Politics*, Ninth Edition, Boston, MA: Economic Affairs Bureau, Inc., pp. 99-117.

Tsogas, George. 2001. Chapter 1: Argument For and Against Labor Standards in Trade. Labor Regulation in a Global Economy. NY: M.E.Sharpe, pp. 19-48.

Case: Regarding NAFTA. HBS 9-797-013, Rev. May 28, 1998.

Film: Borderline Cases.

Due: Individual Written Case Analysis #2

12. MNCs, Global Commodity Chains, and International Labor Strategies

Wednesday, April 11, 2012

Read: Gereffi, G. 2006. The New Offshoring of Jobs and Global Development. Geneva: ILO.

Robert Taylor, 1999. Trade Unions and Transnational Industrial Relations. Geneva: ILO.

Case: IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor (A) and (B). HBS 9-906-414, 415, Rev. November 14, 2006.

13. Group Presentations

Wednesday, April 18, 2012

Due: Group presentation slides

14. Conclusion

Wednesday, April 25, 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.

Individual Written Case Analyses

Assignment 1 – Due Feb.22, 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 4, 2012

Read the case "Worker Rights and Global Trade: The U.S.-Cambodia Bilateral Textile Trade Agreement." HBS 9-703-034, Rev. November 4, 2004. Write a short essay (3-4 pages, double spaced) answering at least one of the following questions:

- What's unique about the U.S.-Cambodia bilateral agreement? Should Cambodia have signed the agreement? What would it have meant for Cambodia not to sign this agreement? Did the Cambodian government really have a choice?
- What is AFL-CIO representative Jason Judd doing in Cambodia? Should the U.S. government want him there? Why? What about the Cambodian government? How is Jason Judd's role different from that of the International Labor Organization (ILO)?
- •What does Jason Judd mean when he says "they're [union members] making better choices all the time?" (see page 12 of the case). How does teaching people how to strike create stability? Is there any evidence of this? Can strong unions be part of a successful economic development strategy? How so?
- •Why are so many developing countries opposed to labor standards in the WTO? Is it possible for a country to have a "comparative advantage" in cheap labor? What does it mean to have a "comparative advantage?
- •Why do some observers predict a race to the bottom after 2004? On what basis could a race to the top emerge? Would a race to the top help or hinder Cambodia's development strategy? How important are consumers to this equation?

Individual Term Paper- Due May 2, 2012

This class examines employment relations systems in eight major global economies. Please write an essay (12-15 pages, double spaced) to analyze a specific aspect of the employment relations system or a specific employment relations issue within a single country (either on the course outline or any country you are interested in except the U.S.).

Alternatively, you can write an essay (12-15 pages, double spaced) to compare and contrast a specific aspect of employment relations in two or more countries (the U.S. can be included). For example, you may compare works councils in Germany and France.

You need to do original research and use at least two additional academic sources

(books or articles) beyond those assigned in class.

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 20 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 18.