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**\*\*Preliminary – Subject to Revision\*\***

**Introduction to Labor Studies and Employment Relations**  
**Rutgers University, School of Management and Labor Relations**  
**37:575:100:02**  
**Fall 2020**

Instructor: Professor Patricia McHugh

Class Time and Place: Remote on Canvas, Tuesdays 10:20 – 1:20 p.m.

Office Hours: Remote by appointment.

Email: pamchugh@scarletmail.rutgers.edu

**Course Overview:**

This course gives a basic introduction to the field of Labor Studies and Employment Relations, focusing on an interdisciplinary approach to understanding the nature of work from both national and global perspectives. Incorporating sociology, management systems, labor and working class history, human resources, legal studies, literature, art, media and employment relations, we will analyze the ways that work has evolved from the industrial revolution to the twenty-first century. In this course, we will also focus on the experiences and perspectives of working people and their institutions, as well as those of management and human resources to learn a diverse range of perspectives on the contemporary workplace and how it has evolved over time.

**This course addresses the Social Analysis (SCL) Learning Objectives of SAS:**

1. Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.
2. Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments.

**Required Book:**

The following required book is available for purchase at the Rutgers University Bookstore, operated by Barnes and Noble. It may also be purchased online.

**Stephen Sweet and Peter Meiksins. *Changing Contours of Work: Jobs and Opportunities in the New Economy*. Pine Forge Press. 3rd edition. Sage, 2017.**

All readings, except for the text, are available on Rutgers Canvas, which you may access at <https://canvas.rutgers.edu/>

Once you are registered for the course, you will be granted access to the site. It is your responsibility to access course materials, including the reading assignments.

The syllabus, schedule and assignments are subject to change as the course evolves. Please note that additional sets of readings that highlight contemporary issues that develop during the course of the semester may be added to our activities.

**Course Delivery Format:**

Although the course is listed as **remote synchronous**, as sitting and watching someone teach on-line may be quite tedious and the course material lends itself to asynchronous activities, many of the learning activities take place asynchronously online. There may be **live/synchronous** sessions, usually once a week on Tuesdays

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beginning at 10:20 a.m. (see Syllabus for specifics), depending on the topics of discussion for the week and work assigned. These sessions will be usually no more than 1 hour and are intended to help summarize some of the major activities in the readings, videos and learning activities for the week.

We will be utilizing the Canvas learning management system to access learning materials, post announcements, submit Assignments, post to Discussion Forums, communicate via the Inbox feature, attend live sessions through BigBlueButton, WebEx or Zoom and take exams. Be sure to check this site frequently as there will be announcements and instructions.

**Note:** Whenever anything is posted to this site, you will automatically receive a notification to your **rutgers.edu** email account. Checking that email account frequently is highly recommended.

### ***Not a Self-Paced Course***

This is not a self paced course. Students are expected to follow the course calendar and instructions given on each week's course pages (modules) regarding reading and audio/visual assignments, attending synchronous lectures, as well as the uploading of course work and taking exams.

### ***Getting Help***

If you have any technical problems during the course, please contact the 24/7 toll free hotline. Your instructor cannot solve your problems.

- Read carefully through Course Tools to see if it has an answer to your question
- Click the "help" question mark icon at the bottom of the red global navigation menu on the far left of each Canvas page and either visit the [Online Support Center \(Links to an external site.\)](#) or "Report a Problem" with the Canvas help ticket system.
- Call or Email the Online Learning Help Desk directly
  - Email: [help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu)
  - Online Learning Help Desk: (877) 361-1134

## **COURSE REQUIREMENTS**

### ***Student Technical Responsibilities***

Check the Canvas site for announcements, assignments, or other activities.

#### **In case of computer failure**

Make sure you have an alternative plan of access to the Canvas course site in case your computer crashes (it happens). An extra computer at home, your employer's computer, or computer at your local library can be some alternatives. Additionally, be sure to backup your important documents and assignments on a flash drive or other external device.

### ***Remote Attendance:***

Each week we will meet for a remote synchronous session. You are expected to attend each virtual class session, and to be on time. If you cannot attend, need to leave early, or are having technical issues; please contact me before the session, otherwise you are expected to remain until the class is over.

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### ***Participation:***

This class will utilize a variety of learning formats. It may be difficult to have a typical question and answer format remotely, but you are encouraged to ask questions during these sessions, most likely through a group chat function. Your participation will be assessed instead through remote learning activities such as discussion forums.

### ***Student Code of Conduct***

You are expected to conduct yourself in a professional, responsible, courteous, and respectful manner at all times during the course, in the classroom as well as online (Discussion Forums, when applicable). Offensive language, harassment, posting videos or other media that is not related to the course, and/or any other inappropriate behavior will not be tolerated; and will result in dire consequences, including dismissal from the course. Your responses to discussion posts, or any other communication with your classmates and/or your instructor must be of the highest professional and respectable standard. Refer to [Discussion Post Guidelines](#) when communicating in your Canvas class.

### ***Disability Statement:***

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide [documentation](https://ods.rutgers.edu/students/documentation-guidelines) (<https://ods.rutgers.edu/students/documentation-guidelines>)

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration form on the ODS](https://ods.rutgers.edu/students/registration-form) website (<https://ods.rutgers.edu/students/registration-form>)

Should you require my assistance in facilitating the process, I will be happy to do so. Just let me know. Below is the full contact information for the office of disability services:

**Lucy Stone Hall, Livingston Campus**, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045.

- E-mail Address: [dsoffice@rci.rutgers.edu](mailto:dsoffice@rci.rutgers.edu)
- Phone: (848) 445-6800 • Fax: (732) 445-3388
- <https://ods.rutgers.edu/>

### ***Cheating/plagiarism***

There are serious consequences, including expulsion, for cheating and taking someone else's work without attribution. The university has clear, strict policies on these matters. They include signing in for another student. I will report all violations. If you have not done so already, please familiarize yourself with the university's academic integrity policy by visiting <http://nbacademicintegrity.rutgers.edu/home-2/academic-integrity-policy/>

The relevant parts are brief and straightforward. If you have any questions, please see me.

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### ***Statement on Academic Freedom:***

Freedom to teach and freedom to learn are inseparable facets of academic freedom. This class will introduce an array of sometimes conflicting ideas and interpretations of U.S. history, and all who partake in the course should feel encouraged to express their views in an open, civic forum.

### ***Use of Class Materials:***

The materials used in this class, including, but not limited to, the syllabus, exams, lecture materials, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Code of Student Conduct and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students. You may not make audio or video recordings of any part of this class without my consent.

### **IN SUM: YOUR RESPONSIBILITIES**

- Read the syllabus and visit and use the canvas site for this course.
- Check your Rutgers email for announcements and emails relevant to the class.
- Do the readings.
- Attend synchronous lectures and post in online discussion forums.
- Turn in your assignments/participate in discussion forums on time.
- Make sure your assignments/discussion forum posts are submitted.
- Find out what you missed if you are unable to attend.

## **STUDENT EVALUATION**

### **4 Discussion Forums (35%)**

During the semester, each student will participate in 4 discussion forums based on the readings, videos and other learning activities for a particular topic. The student will be required to make a longer initial post answering questions posed on the topic in question and then will be expected to post comments in response to other students initial posts. Forums will be graded based on comment quality (60%) as well as participation, expression and timeliness (40%). For additional guidance on forum grading please see the Forum and Forum Grades Page posted on Canvas.

### **New Deal Policy Research Discussion Forum (15%)**

This forum will have a similar format to the prior discussion forums, except that you will be asked to perform additional research to prepare your initial post and subsequent comments. As with the other discussion forums, grades will be based on comment quality (60%) as well as participation, expression and timeliness (40%). For additional guidance on forum grading please see the Forum and Forum Grades Page posted on Canvas.

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### **Unit Quizzes (35%)**

The class is divided into 3 units. After we complete a unit, each student will take a multiple choice (50 Questions), open book/notes quiz given through the class Canvas website on the material covered in that unit. The student will have a short window to take the quiz, which will be time limited, and once they leave the quiz will not be allowed to reopen the quiz. It is strongly recommended that the student review and prepare for their quiz because there will not be enough time to be shuffling through notes, readings etc. while taking the quiz.

### **Final Exam (15%)**

Each student will be required to complete a short-answer take come final that will require the student to synthesize the material they have reviewed during the semester.

### **Missed Quizzes/Exams**

All students are expected to take the scheduled on-line quizzes and exams at the designated times. However, a make-up exam will only be granted through an excused absence. Excused absences include documented medical situations or other approved absence due to a personal situation. The latter will be granted at my discretion.

### **FINAL GRADE CALCULATION:**

Your final grade will be calculated as follows:

- 4 Discussion Forums (Family History, Social Class, Immigration, Public Policy) (35%)
- New Deal Policy Research Discussion Forum (15%)
- Quizzes (35%)
- Final Exam (15%)

***NOTE: The Professor reserves the right to change the grading distribution, to add or change readings or otherwise change the structure of the course.***

# Class Topics & Schedule

Week	Dates	Topic	Learning Activities
Class 1	September 1	<ul style="list-style-type: none"> <li><i>Course Overview</i></li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Attend "<i>Live/Synchronous</i>" <i>Lecture</i> session on <b>Tuesday Sept 1 at 10:20 a.m.</b></li> </ul>
1	September 2-8	<p><i>Unit I</i></p> <p><b>The Situation Working People Face Today</b></p> <ul style="list-style-type: none"> <li><b>Work and Our Lives</b></li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li><b>Sweet &amp; Meiksins, Chapter 1</b></li> <li>Heather Long &amp; Andrew Van Dam, "Pay Cuts Are Becoming a Defining Feature of the Coronavirus Recession," July, 1, 2020, Washington Post.</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>Joseph Stiglitz: "What's next for the U.S. Economy," June 4, 2020 on CNBC</li> <li>NBC News, "What Does the Future of Work Look Like in a Post-COVID-19 World?" May 22, 2020</li> <li>Richard Florida, "The Rise of the Creative Service Worker," on Big Think</li> <li>"Artificial Intelligence, The Robots are Now Hiring," The Wall Street Journal</li> </ul> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Introduce yourself by <b>Monday, September 7 at 11:59 p.m.</b> on <a href="#">Meet Your Learning Community Discussion Forum</a></li> <li><b>Take the pre-test - Pretest</b> by <b>September 8 at 11:59 p.m.</b></li> <li><b>Complete <a href="#">Family Work/Social Class History Interview</a></b> by <b>September 8 at 8:00 a.m.</b></li> <li>Attend "<i>Live/Synchronous</i>" <i>Lecture session</i> on <b>Tuesday, September 8 at 10:20 a.m.</b></li> </ul>
2	September 9-15	<p><i>Unit I</i></p> <p><b>The Situation Working People Face Today</b></p>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li><b>Sweet &amp; Meskins, Chapter 2.</b></li> <li><b>Peter Capelli et al. <i>Change at Work.</i></b></li> <li>"The Employment System that Died"</li> <li>"How the World Began to Change."</li> </ul>

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		<ul style="list-style-type: none"> <li>• <b>Corporations &amp; Work in the New Economy</b></li> </ul>	<p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• <i>The Corporation</i>, 4 excerpts</li> <li>• "A Job at Ford's," PBS</li> </ul> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Submit by Monday, September 14 at 11:59 p.m. your <i>Initial Post</i> in the <a href="#">Family Work/Social Class History Discussion Forum</a>.</li> <li>• Attend "<i>Live/Synchronous</i>" <i>Lecture</i> session on <b>Tuesday, September 15 at 10:20 a.m.</b></li> </ul>
3	September 16-22	<p><b>Unit I</b></p> <p><b>The Situation Working People Face Today</b></p> <ul style="list-style-type: none"> <li>• <b>Social Class in the U.S.</b></li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <i>New York Times</i> website on social class in the U.S Class Matters: A Special Section including: <ul style="list-style-type: none"> <li>○ Tamar Lewin "Up from the Holler"; (Day 3 on left hand side of link)</li> <li>○ David Leonhardt, "The College Dropout Boom"; (Day 5 on left hand side of link)</li> <li>○ Bob Herbert's Op Ed linked to the site; (See Readers Opinions Box on the right)</li> <li>○ Two other articles/blogs from the site (minimum); and</li> <li>○ Interactive exercise in the website which you should do using your family of social origin: "Interactive Graphics: Where do you fit in?"</li> </ul> </li> <li>• Shadowy Lines that Still Divide</li> <li>• A Closer look at Income Mobility</li> <li>• Yaryna Serkez, "Who is Most Likely to Die from the Coronavirus," <i>New York Times</i>, June 4, 2020.</li> <li>• Nick Bunker, "5 Charts that Show How Increasing Income Inequality Leads to Less Opportunity," <i>American Progress</i>, December 5, 2012</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Professor Francis Ryan, Rutgers Department of Labor Studies and Employment Relations, "The history of how Americans thought about class, and the Reality Today."</li> <li>• Kate Pickett "Why Inequality is Bad for Your Health." Big Think.</li> </ul> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Add at <b>at least 3 responses and 1 interaction</b> to <a href="#">Forum 1: Family Work/Social Class History Discussion Forum</a> by Monday, September 21 at 11:59 p.m.</li> <li>• Attend "<i>Live/Synchronous</i>" <i>Lecture</i> session on <b>Tuesday, September 22 at 10:20 a.m.</b></li> </ul>

<p>4</p>	<p>September 23-29</p>	<p><i>Unit I</i></p> <p><b>The Situation Working People Face Today</b></p> <ul style="list-style-type: none"> <li>• <b>Economic Inequality Today</b></li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Sweet &amp; Meiksins, Chapter 3.</li> <li>• David Leonhardt and Yaryna Serkez, "U.S. is Lagging Behind Many Rich Countries, These Charts Show Why," The New York Times, July 2, 2020</li> <li>• Susan Dynarski, "Fresh Proof that Strong Unions Help Reduce Income Inequality," The New York Times, July 6, 2018</li> <li>• Rich Morin and Seth Motel, "A Third of Americans Now Say They Are in the Lower Classes, Pew Research Center Social and Demographic Trends, September 12, 2012</li> <li>• AnnaMaria Andriotis, Ken Brown and Shane Shifflett, "Families Go Deep in Debt to Stay in the Middle Class," The Wall Street Journal, 1, 2019</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Richard Wilkinson "The impact of inequality in different nations," TED Talk.</li> <li>• Watch 3 excerpts from Robert Reich documentary, <i>Inequality for All</i></li> <li>• <b>Optional Video</b> <ul style="list-style-type: none"> <li>○ Inequality for All</li> </ul> </li> </ul> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Participate in <a href="#">Class Matters Discussion Forum</a>. Your initial post is due on <b>Friday, September 25 at 11:59 p.m.</b> and your additional comments are due by <b>Monday, September 28 at 11:59 p.m.</b></li> <li>• Attend "<b>Live/Synchronous</b>" <b>Lecture</b> session <b>on Tuesday, September 29 at 10:20 a.m.</b></li> </ul>
<p>5</p>	<p>September 30 – October 6</p>	<p><i>Unit I</i></p> <p><b>The Situation Working People Face Today</b></p> <ul style="list-style-type: none"> <li>• <b>Quiz Unit I</b></li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Prepare for and take the <b>online quiz on Unit I (Unit I Quiz)</b> between <b>Monday, October 5 at 12:01 a.m. and Tuesday, October 6, at 11:59 p.m.</b></li> </ul>
<p>6</p>	<p>October 7-13</p>	<p><i>Unit II</i></p> <p><b>Diversity and Work</b></p> <ul style="list-style-type: none"> <li>• <b>Work, Race, Ethnicity and Equality</b></li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Sweet and Meiksins, Chapter 7</li> <li>• Ron Gong Lin III, "California Latino, Black Residents Hit Even Harder by Coronavirus," Los Angeles Times, June 27, 2020</li> <li>• Charles LeDuff, "At a Slaughterhouse Some Things Never Die: Who Kills, Who Cuts, Who Bosses Can Depend on Race," The New York Times, June 16, 2000</li> </ul> <p><b>Videos</b></p>



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			<ul style="list-style-type: none"> <li>• At the River I Stand Trailer</li> <li>• The Memphis Sanitation Strike</li> <li>• Testimony of Mr. Wade Henderson, head of the Leadership Conference on Civil Rights before the U.S. Senate's Committee on Health, Education, Labor and Pensions (HELP), March 10, 2009.</li> </ul> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Attend "<i>Live/Synchronous</i>" <i>Lecture</i> session via on Tuesday, October 13 at 10:20 a.m.</li> </ul>
7	October 14-20	<p><b>Unit II</b></p> <p><b>Diversity and Work</b></p> <ul style="list-style-type: none"> <li>• <b>The New Immigration</b></li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Immanuel Ness, <i>Immigrants, Unions and the New U.S. Labor Market</i>, Temple University Press (2005) - Chapter 2</li> <li>• The New York Times, "Study of Immigrants Links Lighter Skin and Higher Income," January 27, 2007</li> <li>• Review the Immigration Timeline and accompanying information on which nationalities immigrated when, from the Ellis Island</li> <li>• <b>**Optional:</b> If you are interested in immigration policy debates, read the following paper by former Secretary of Labor Ray Marshall.</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Professor Janice Fine discuss immigration in New Jersey.</li> </ul> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Attend "<i>Live/Synchronous</i>" <i>Lecture</i> session on Tuesday, October 20 at 10:20 a.m.</li> </ul>
8	October 21-27	<p><b>Unit II</b></p> <p><b>Diversity and Work</b></p> <ul style="list-style-type: none"> <li>• <b>Gender, Work and Family</b></li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Sweet and Meiskins, Chapters 5 and 6</li> <li>• Bridget Shulte, "Nearly 40 Percent of Mothers are Now the Family Breadwinners, Report Says," Washington Post, May 28, 2013.</li> <li>• Vanessa Fuhmans, "Where are all the Women CEOs?" <i>The Wall Street Journal</i>, February 6, 2020.</li> <li>• Patricia Cohen and Tiffany Hsu, "Pandemic Could Scar Working Mothers," <i>New York Times</i>, June 3, 2020.</li> <li>• Celina Ribeiro, "Pink Collar Recession How the Covid 19 Crisis is Eroding Women's Economic Power," <i>The Guardian</i>, May 23, 2020.</li> <li>• Christina Rexroad and Lauren Weber, "Working Parents are Hitting their-Coronavirus Breaking Point and Paying for It," <i>The</i></li> </ul>

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			<p><i>Wall Street Journal</i>, August 15, 2020.</p> <ul style="list-style-type: none"> <li>NPR: Pandemic makes evident grotesque gender inequality in household work</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>Pandemic Parenting</li> </ul> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Attend "<i>Live/Synchronous</i>" Lecture session on Tuesday, October 27 at 10:20 a.m.</li> <li>Prepare for Unit II Quiz</li> </ul>
9	October 28 – November 3	<p><b>Unit II</b></p> <p><i>Diversity and Work</i></p> <ul style="list-style-type: none"> <li><i>Quiz Unit II</i></li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Prepare for and take the online quiz on Unit II (Unit II Quiz) between Monday, November 2 at 12:01 a.m. and Tuesday, November 3 at 11:59 p.m.</li> </ul>
10	November 4-10	<p><b>Unit III</b></p> <p><b>Improving Working Peoples' Lives</b></p> <ul style="list-style-type: none"> <li><b>Workers and Social Change</b></li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>Stephen Greenhouse, <i>Beaten Down, Worked Up</i>, New York: Knopf (2019) - Chapter 16.</li> <li>Alia Wong, "The Larger Concerns Behind the Teacher's Strikes," <i>The Atlantic</i>, April 3, 2018</li> <li>Katie Reilly, "The Oklahoma Teacher Strike Has Ended - Here's What They Got. And What They Didn't," <i>Time</i>, April 13, 2018.</li> <li>Stephanie Goldberg, "Why the Pandemic Has Energized Hospital Unions," <i>Modern Healthcare</i>, June 15, 2020</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>Labor Movements and Social Change, History Channel</li> <li>Oklahoma teacher strike: 'I have 29 textbooks for 87 pupils,' BBC News</li> <li>UFCW pushes to designate grocery workers as First Responders, CNN</li> </ul> <p><b>Optional Readings/Videos</b></p> <ul style="list-style-type: none"> <li>"Pullman Strike" of 1894 - How a Deadly Railroad Strike Led to the Labor Day Holiday</li> <li>USAir Agrees To Lift Rules On the Weight Of Attendants</li> <li>Association of Flight Attendants Milestones</li> </ul> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Attend "<i>Live/Synchronous</i>" Lecture session on Tuesday, November 10 at 10:20 a.m.</li> </ul>

<p>11</p>	<p>November 11-17</p>	<p><b>Unit III</b></p> <p><b>Improving Working Peoples' Lives</b></p> <ul style="list-style-type: none"> <li>• <b>The Legacy: The New Deal and Labor</b></li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Andrew Leonard, "Lessons for Obama from the New Deal," salon, September 12, 2011.</li> <li>• Jack Metzgar, "Striking Steel, Solidarity Remembered" in Critical Perspectives on the Past, Susan Porter Benson et al, eds.: Philadelphia: Temple University Press.</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Paula Voos – 1930s History</li> <li>• "Mean Things Happening: The Great Depression, Part 5." PBS</li> </ul> <p><b>Optional Videos</b></p> <ul style="list-style-type: none"> <li>• Early 1930s and the San Francisco General Strike.</li> <li>• Sit-down strike and its use by the CIO United Autoworkers in the 1930s.</li> </ul> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Examine and start research for <a href="#">New Deal Social Policy Research and Forum Discussion</a>.</li> <li>• Attend <i>"Live/Synchronous" Lecture</i> session on Tuesday, November 17 at 10:20 a.m.</li> </ul>
<p>12</p>	<p>November 18-24</p>	<p><b>Unit III</b></p> <p><b>Improving Working Peoples' Lives</b></p> <ul style="list-style-type: none"> <li>• <b>Unions in the U.S. Today – Part 1</b></li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Kim Kelly, "What a labor union is and how it works," TeenVogue, March 12, 2018</li> <li>• Union members BLS Report 2019</li> <li>• "Learn about Unions" portion of the website of the AFL-CIO</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Rev. Jim Wallis testifying before Congress, March 10, 2009.</li> <li>• SMLR Professor, Paula Voos, testifying before Congress, March 10, 2009.</li> <li>• Carla Katz, Unions and Individual Rights at Work</li> </ul> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Research a topic and complete your initial post in the <a href="#">New Deal Social Policy Research and Forum Discussion</a> by Monday, November 23 at 11:59 p.m. (and copy and post your initial for plagiarism purposes in the <a href="#">New Deal Social Policy Research and Forum Discussion - Initial Forum Post Plagiarism Check</a>).</li> <li>• Attend <i>"Live/Synchronous" Lecture</i> session on Tuesday, November 24 at 10:20 a.m.</li> </ul>

<p>13</p>	<p>November 25-December 1</p>	<p><b>Unit III</b></p> <p><b>Improving Working Peoples' Lives</b></p> <ul style="list-style-type: none"> <li>• <b>Unions in the U.S. Today – Part 2 – Union Organizing and Union Membership Today</b></li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Stephen Greenhouse, <i>Beaten Down, Worked Up</i>, Chapter 16, <i>The Fight for 15</i>, New York: Knopf (2019).</li> <li>• John Schmitt, "Biggest Gains in Union Membership in 2017 Were for Younger Workers," Economic Policy Institute, January 25, 2018</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Carla Katz Union Organizing: 3 Q&amp;A videos             <ul style="list-style-type: none"> <li>○ What if you want to organize?</li> <li>○ What to expect from employers?</li> <li>○ How should the law be changed?</li> </ul> </li> <li>• Target's anti-union "new employee orientation" video</li> <li>• Michael Levitt: His experience of union organizing as a "union buster" - an anti-union consultant</li> </ul> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Post your additional comments to the <a href="#">New Deal Social Policy Research and Forum Discussion</a> by <b>Monday, November 30 at 11:59 p.m.</b> If you have not already done so, upload a WORD document with a copy of your initial post to the <a href="#">New Deal Social Policy Research and Forum Discussion - Initial Forum Post Plagiarism Check</a>.</li> <li>• Attend <b>"Live/Synchronous" Lecture</b> session <b>on Tuesday, December 1 at 10:20 a.m.</b></li> </ul>
<p>14</p>	<p>December 2-8</p>	<p><b>Unit III</b></p> <p><b>Improving Working Peoples' Lives</b></p> <ul style="list-style-type: none"> <li>• <b>U.S. Public Policy and the Future of Work</b></li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Sweet and Meiksins: Chapter 8</li> <li>• Anne-Marie Slaughter, "Why Women Still Can't Have it All," <i>The Atlantic</i>, July/August 2012</li> <li>• Claire Cain Miller, "Why the U.S. has Long Resisted Universal Child Care," <i>The New York Times</i>, August 15, 2019.</li> <li>• Kathryn Vasel, "Four day work weeks sound too good to be true. These Companies Make it Work," <i>CNN Business</i>, July 1, 2019</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Paul Krugman, "Public policy changes could reduce unemployment and put more Americans back to work," <i>Democracy Now</i>, May 17, 2012.</li> <li>• Dr. Teresa Boyer, former Executive Director, Rutgers Center for Women and Work, <i>Public Policy and HR Changes by Corporations that Could Help Working Women Achieve Greater Equality</i>.             <ul style="list-style-type: none"> <li>○ Public Policy Change Needed</li> <li>○ Reducing the Pay Gap</li> <li>○ Flexibility is Important</li> </ul> </li> </ul>

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**\*\*Preliminary – Subject to Revision\*\***

			<ul style="list-style-type: none"><li>○ Child Care</li><li>• Professor Adrienne Eaton, Changes the Labor Movement Needs to Consider.</li></ul> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"><li>• Participate in the <a href="#">Public Policy Discussion Forum</a>. Initial posts are due by <b>Friday, December 4 at 11:59 p.m.</b> Comments are due by <b>Monday, December 7 at 11:59 p.m.</b></li><li>• Attend <b>"Live/Synchronous" Lecture</b> session <b>on Tuesday, December 8 at 10:20 a.m.</b></li><li>• <b>Prepare for and take Unit III Quiz</b> between <b>Wednesday, December 9 at 12:01 a.m.</b> and <b>Thursday, December 10 at 11:59 p.m.</b></li></ul>
15	TBD	<ul style="list-style-type: none"><li>• <b>Final Exam</b></li></ul>	