

Syllabus

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

Wednesdays 7:20pm-10pm, Labor Education Center, Room 130/131
Cook/Douglass Campus, Rutgers University
Spring 2015

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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, 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 all 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 (15%)
2. Facilitator and memo (5%)
3. Group presentations (10%)
4. Exam 1 (20%)
5. Exam 2 (20%)
6. Individual Term Paper (30%)

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 most classes one or two 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 **2-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 once throughout the semester. I’ll have students sign up for classes 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
- 0.5: presence, but no (or irrelevant) comments/questions or reiteration of comments/questions that have already been made
- 1.5: 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, last, and exam classes. In addition, there are 5 points for each facilitator role that you play (including the quality of your memo).

In addition, I will give extra points to students who actively participate in class

discussions and play successful facilitator roles throughout the semester.

Individual Term Paper

There is a 12-15 page (double spaced) individual term paper which accounts for 30 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 not 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 25 minutes to present and 5 minutes to answer questions.

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

Wednesday, January 21, 2015

Read: This syllabus.

Film: Commanding Heights: The Battle for the World Economy, Part III

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

Wednesday, January 28, 2015; Guest Lecturer: Dr. Barry Eidlin

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

Eidlin, Barry. 2015. "Class vs. Special Interest: Labor, Power, and Politics in the U.S. and Canada in the Twentieth Century." *Politics & Society*, Forthcoming.

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.

3. Approaches to International Comparative Labor and Employment Relations

Wednesday, February 4, 2015

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.

4. Neoliberal Economic Reform and Employment Relations in Britain

Wednesday, February 11, 2015

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.

Joyce, Simon. 2015. “Why are there so few strikes?” *International Socialism*, 145.

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

Wednesday, February 18, 2015

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.

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.

Finkin, M. and Kochan, T. 2014. “The Volkswagen way to better labor-management relations.” *LA Times*, January 20, 2014.

6. The Welfare State and the Danish Employment Relations

Wednesday, February 25, 2015

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

Neil Irwin. 2014. A Big Safety Net and Strong Job Market Can Coexist. Just Ask Scandinavia. *New York Times*, Dec.17.

LIZ ALDERMAN and STEVEN GREENHOUSE. 2014. Living Wages, Rarity for U.S. Fast-Food Workers, Served Up in Denmark. *New York Times*, Oct. 27.

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

7. State Intervention and the Ideologically Divided French Trade Unionism

Wednesday, March 4, 2015

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.

Philippe Askenazy, Jean-Baptiste Berry, Françoise Carré, Sophie Prunier-Poulmaire, and Chris Tilly. 2012. Working in large food retailers in France and the USA: the key role of institutions *Work, Employment & Society*, 26: 588-605.

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

8. Exam 1

Wednesday, March 11, 2015

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

Wednesday, March 25, 2015

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.

Darius Mehri. 2006. The Darker Side of Lean: An Insider's Perspective on the Realities of the Toyota Production System *ACAD MANAGE PERSPECT*, 20:2 21-42.

Tony Royle and Edson Urano. 2012. A new form of union organizing in Japan? Community unions and the case of the McDonald's 'McUnion' *Work, Employment & Society August*, 26: 606-622.

Film: Manufacturing Miracles

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

Wednesday, April 1, 2015

Read: Liu, Mingwei. (2013) "China." In Frege, Carala and John Kelly (eds) *Comparative Employment Relations in the Global Political Economy*, London: Routledge: pp.324-347.

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

Globalizations.

CHARLES DUHIGG and KEITH BRADSHER. 2012. "How the US Lost Out on iPhone Work." New York Times, January 21, 2012.

CHARLES DUHIGG and DAVID BARBOZA. 2012. "In China, Human Costs Are Built Into an iPad." New York Times, January 25, 2012.

11. International Trade and Labor Rights

Wednesday, April 8, 2015

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.

Sweatshop Controversy.

Public Citizen. 2014. NAFTA's 20-Year Legacy and the Fate of the Trans-Pacific Partnership.

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

Wednesday, April 15, 2015

Read: Kuruvilla, Sarosh and Tashlin Lakhani. (2013) "Globalization." In Frege, Carala and John Kelly (eds) *Comparative Employment Relations in the Global Political Economy*, London: Routledge: pp.324-347.

Jan Martin Witte. 2008. Realizing Core Labor Standards. Chapter 4.

STEPHANIE CLIFFORD and STEVEN GREENHOUSE. 2013. Fast and Flawed Inspections of Factories Abroad. New York Times.

Buy American Debate

International Labor Solidarity

13. Exam 2

Wednesday, April 22, 2015

14. Group Presentations and Conclusion

Wednesday, April 29, 2015

Due: Group presentation slides

Individual Term Paper– Due May 6, 2015

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 25 minutes presentation on the country's employment relations system and trends in the next 3-5 years, and be prepared to answer questions (5 minutes for questions and answers). Please send presentation slides to the instructor via email by the class when you are presenting.