

**Introduction to Labor Studies and Employment Relations
Rutgers University, School of Management and Labor Relations
37:575:100
Fall 2021**

Instructor: Professor Patricia McHugh

Class Time and Place: Wednesdays 11:00 – 2:00 p.m. Cook Douglas Lecture Hall – Room 102

Office Hours: By appointment.

Email: patricia.mchugh@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:

This class is scheduled to meet once per week on Wednesdays from 11:00 a.m. until 2:00 p.m. The time spent in class will depend on the materials assigned for the week, potential group discussions or other activities that may help in understanding the weekly topic.

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, and take exams. Because of the additional requirements to keep our learning community safe during the Pandemic will not utilize the entire class period to impart and assess learning but, rather, will take advantage of watching some longer videos, conducting discussions and completing assignments through Canvas. Consequently, be sure to check our Canvas page frequently as there will be announcements and instructions every week.

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.

Failure to not review your email, Canvas announcements/directions to assignments, forums etc. is not an excuse for turning assignments in late.

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.

Rutgers University Mask Requirement

In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.).

- Masks must be worn during class meetings; *any student not wearing a mask will be asked to leave.*
- Masks should conform to CDC guidelines and should completely cover the nose and mouth:
- <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-facecoverings.html> ([Links to an external site.](#))
- Each day before a student arrives on campus or leaves their residence hall, they must complete the brief survey on the My Campus Pass symptom checker self-screening app.
- If a student refuses to wear an acceptable mask after being offered one, or refuses to wear a mask properly after being reminded, the student will be asked to leave class.
- Students who are disruptive and habitually refuse to wear acceptable masks, or persist in wearing them incorrectly, will be reported to Student Conduct.

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
 - 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.

Participation:

This class will utilize a variety of learning formats, in person, on-line and through discussion forums. Whether in person or through email or Canvas inbox, you are encouraged to ask questions. Our sessions will work best and be most interesting to you and your classmates if you participate. There will not be a formal "participation" grade but instead online discussion forums and other remote assignments will be used to assess your interaction with the course materials.

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. Please also refer to the Discussion Post Guidelines on Canvas when communicating in your Canvas class in discussion forums.

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>)

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 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
- 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.

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 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

1. Discussion Forums (40%)

During the semester, each student will participate in four discussion forums based on the readings, videos, and other learning activities for a particular topic.

For the forums, generally, 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 and interact with students comments on their posts. Forums will be graded based on comment quality as well as participation, expression and timeliness.. For additional guidance on forum grading please see the Forum and Forum Grades Page and the grading rubric for each forum posted on Canvas.

2. Bargaining Simulation (10%)

Near the end of the term you will participate in a short Collective Bargaining Simulation and Assignment Debrief. The Bargaining Assignment will require a short amount of time to meet with your bargaining team to prepare a strategy for the bargaining and then we will use 1 class session to conduct the actual bargaining. After the simulation, students will then be required to complete a short debrief of the bargaining to be handed in on Canvas. Many students have indicated this was one of the highlights of the semester for them.

3. Living Wage Exercise and Assignment (5%)

Students will have the opportunity in class to discuss with their fellow students the basic living expenses as well as luxuries that might be required for an individual and for a family of four living in America today. The students will then individually prepare a short report evaluating the results of that discussion and how well those costs align with the current federal minimum wage.

4. Unit Quizzes (30%)

The class is divided into 3 units. After we complete a unit, each student will take a multiple choice/True False (approximately 50 Questions), open book/notes quiz given through the class Canvas website on the material (lectures readings and videos) 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.

These quizzes are given to ensure that students have acquired the knowledge imparted in the readings, videos and lectures for that unit. **Thus it is strongly recommended that as a student is attending lectures, reading and reviewing videos assigned each week that they take good notes** that they can utilize to review and prepare for their quiz.

Final Take Home 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. A make-up exam/Quiz 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:

- Discussion Forums (40%)
- Collective Bargaining Simulation (10%)
- Living Wage Exercise and Assignment (5%)
- Quizzes (30%)
- Final Take Home 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 of Readings/Videos

(The dates and readings/videos listed are preliminary and may be subject to change. Some videos may be shown in class, others will be assigned for viewing outside of class.)

I have NOT posted the due dates for forum discussions/assignments on this syllabus as they can be fluid during the semester. For specifics on due dates – Please see our Canvas webpage.

Week	Dates	Topic	Readings/Videos
1	September 1	<ul style="list-style-type: none"> • <i>Course Overview</i> 	Video: <ul style="list-style-type: none"> • “Job Switching” I Love Lucy
2	September 8	<p><i>No Class</i></p> <p><i>(Change in Designation Days – Wednesday is Monday)</i></p>	<ul style="list-style-type: none"> • Utilize time to conduct Family Work History/Social Class Interview
3	September 15	<p>Unit I: The Situation Working People Face Today</p> <ul style="list-style-type: none"> • <i>Work and Our Lives</i> • <i>The New vs. Old Economy</i> 	Readings <ul style="list-style-type: none"> • Sweet & Meiksins, Chapters 1 and 2 (Focus on the Concepts in Chapter 1 (and not the vignettes) and chapter 2) • Shawn Tully, "A fuller picture is emerging about what jobs will - and won't - be coming back after coronavirus," Fortune, August 11, 2020 • The New Economy. Alexander, Charles P., Bolt, Gisela, Zagorin, Adam, TIME Magazine, 0040781X, 5/30/1983, Vol. 121, Issue 22. • My Frantic Life as a Cab-Dodging, Tip-C...d App Deliveryman - The New York Times.pdf

			<ul style="list-style-type: none"> Workers, in Demand, Have a New Demand o...wn_ A Career Path - The New York Times.pdf <p>Videos</p> <ul style="list-style-type: none"> PBS Program: A Job at Fords Joseph Stiglitz: "What's next for the U.S. Economy," June 4, 2020 on CNBC NBC News, "What Does the Future of Work Look Like in a Post-COVID-19 World?" May 22, 2020 Richard Florida, "The Rise of the Creative Service Worker," on Big Think
4	September 22	<p>Unit I: The Situation Working People Face Today</p> <ul style="list-style-type: none"> <i>Social Class in the U.S.</i> 	<p>Readings</p> <ul style="list-style-type: none"> Scott and Leonhardt: Chapter 1 "Shadowy Lines that Still Divide" from <u>Class Matters</u> Zweig: Chapter 4 "Looking at the Underclass," from the <u>Working Class Majority</u> Tamara Lewin "Up from the Holler," The New York Times David Leonhardt, "The College Dropout Boom," The New York Times Bob Herbert's Op Ed, NYT 4_05 The mobility myth (Op-ed) Herbert.pdf Opinion _ Class and the American Dream - The New York Times.pdf Americans Want to Believe Jobs Are the ...rty. They're Not. - The New York Times.pdf <p>Videos</p> <ul style="list-style-type: none"> Professor Francis Ryan, Rutgers Department of Labor Studies and Employment Relations, "The history of how Americans thought about class, and the Reality Today." People Like Us – Video Vignettes
5	September 29	<p>Unit I: The Situation Working People Face Today</p> <ul style="list-style-type: none"> <i>Economic Inequality Today</i> 	<p>Readings</p> <ul style="list-style-type: none"> Sweet & Meiksins, Chapter 3. David Leonhardt and Yaryna Serkez, "U.S. is Lagging Behind Many Rich Countries, These Charts Show Why," The New York Times, July 2, 2020 Susan Dynarski, "Fresh Proof that Strong Unions Help Reduce Income Inequality," The New York Times, July 6, 2018 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 Nick Bunker, "5 Charts that Show How Increasing Income Inequality Leads to Less Opportunity," American Progress, December 5, 2012. AnnaMaria Andriotis, Ken Brown and Shane Shifflett, "Families Go Deep in Debt to Stay in the Middle Class," The Wall Street Journal, 1, 2019

			Videos <ul style="list-style-type: none"> Richard Wilkinson “The impact of inequality in different nations,” TED Talk. Excerpts from Robert Reich documentary, <i>Inequality for All</i> Discussion with Robert Reich video regarding Income Inequality Optional Video <ul style="list-style-type: none"> Inequality for All
6	October 6	Unit I: The Situation Working People Face Today **Unit I Online Quiz	<ul style="list-style-type: none"> Prepare for and take the Unit I Online Quiz as assigned on Canvas.
7	October 13	Unit II: Diversity and Work <ul style="list-style-type: none"> <i>Work, Race, Ethnicity and Equality</i> 	Readings <ul style="list-style-type: none"> Sweet and Meiksins, Chapter 7 Ron Gong Lin III, "California Latino, Black Residents Hit Even Harder by Coronavirus," Los Angeles Times, June 27, 2020 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 Anne Tergesen and Heather Gillers, “U.S. Retirement Crisis hits Black Americans Hard,” Wall Street Journal, February 22, 2021 Videos <ul style="list-style-type: none"> At the River I Stand The Memphis Sanitation Strike 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.
8	October 20	Unit II: Diversity and Work <ul style="list-style-type: none"> <i>The New Immigration</i> 	Readings <ul style="list-style-type: none"> Immanuel Ness, Immigrants, Unions and the New U.S. Labor Market, Temple University Press (2005) - Chapter 2 The New York Times, "Study of Immigrants Links Lighter Skin and Higher Income," January 27, 2007 Review the Immigration Timeline and accompanying information on which nationalities immigrated when, from the Ellis Island <p>**Optional Reading: If you are interested in immigration policy debates, read the paper posted by former Secretary of Labor Ray Marshall.</p>

9	October 27	Unit II: Diversity and Work <ul style="list-style-type: none"> <i>Time and Hours of Work</i> <i>Gender, Work and Family</i> 	<ul style="list-style-type: none"> Sweet and Meiskins, Chapters 5 and 6 Bridget Shulte, "Nearly 40 Percent of Mothers are Now the Family Breadwinners, Report Says," Washington Post, May 28, 2013. Vanessa Furhmans, "Where are all the Women CEOs?" <i>The Wall Street Journal</i>, February 6, 2020. Francesca Donner and Emma Goldberg, "In 25 Years, the Pay Gap Has Shrunk by Just 8 Cents - The New York Times, March 25, 2021 Videos
10	November 3	Unit II: Diversity and Work <ul style="list-style-type: none"> <i>Time and Work</i> <i>Gender, Work and Family – What the Pandemic hath Wrought</i> Living Wage In Class Exercise	Readings <ul style="list-style-type: none"> Patricia Cohen and Tiffany Hsu, "Pandemic Could Scar Working Mothers, <i>New York Times</i>, June 3, 2020. Celina Ribeiro, "Pink Collar Recession How the Covid 19 Crisis is Eroding Women's Economic Power," <i>The Guardian</i>, May 23, 2020. Christina Rexroad and Lauren Weber, "Working Parents are Hitting their-Coronavirus Breaking Point and Paying for It," <i>The Wall Street Journal</i>, August 15, 2020. Lauren Weber, "Women's Careers Could Take Long-Term Hit From Coronavirus Pandemic," <i>The Wall Street Journal</i>, July 15, 2020. Abby Vesoulis, "Women are Exiting the Labor Force En Masse – and That's Bad for Everyone," <i>Time</i>, October 17, 2020. Pallavi Gogoi, Stuck-at-Home Moms, The Pandemics Devastating Toll on Women, NPR, October 28, 2020. NPR Series: Enough Already, How the Pandemic is Breaking Women Videos <ul style="list-style-type: none"> Pandemic Parenting
10	November 10	Unit II – Diversity and Work Unit II Online Quiz	<ul style="list-style-type: none"> Prepare for and take the Unit II Online Quiz as assigned on Canvas.
11	November 17	Unit III: Improving Working Peoples' Lives <ul style="list-style-type: none"> <i>Workers, Social Change and Union Theory</i> 	Readings <ul style="list-style-type: none"> Kim Kelly, "What a labor union is and how it works," TeenVogue, March 12, 2018 Jack Metzgar, "Striking Steel, Solidarity Remembered" in Critical Perspectives on the Past, Susan Porter Benson et al, eds.: Philadelphia: Temple University Press. Stephen Greenhouse, Beaten Down, Worked Up, New York: Knopf (2019) - Chapter16. Videos

			<ul style="list-style-type: none"> • Rev. Jim Wallis testifying before Congress, March 10, 2009. • SMLR Professor, Paula Voos, testifying before Congress, March 10, 2009. • Carla Katz, Unions and Individual Rights at Work • Labor Movements and Social Change, History Channel
12	November 24	Thanksgiving Holiday	
13 (Part 1)	November 29	Unit III: Improving Working Peoples' Lives <ul style="list-style-type: none"> • <i>Unions in the U.S. Today</i> 	<p>Readings</p> <ul style="list-style-type: none"> • Union members BLS Report 2019 • "Learn about Unions" portion of the website of the AFL-CIO • John Schmitt, "Biggest Gains in Union Membership in 2017 Were for Younger Workers," Economic Policy Institute, January 25, 2018 • Alia Wong, "The Larger Concerns Behind the Teacher's Strikes," The Atlantic, April 3, 2018 • Katie Reilly, "The Oklahoma Teacher Strike Has Ended - Here's What They Got. And What They Didn't," Time, April 13, 2018. • Stephanie Goldberg, "Why the Pandemic Has Energized Hospital Unions," Modern Healthcare, June 15, 2020 <p>Videos</p> <ul style="list-style-type: none"> • Carla Katz Union Organizing: 3 Q&A videos <ul style="list-style-type: none"> ○ What if you want to organize? ○ What to expect from employers? ○ How should the law be changed? • Oklahoma teacher strike: 'I have 29 textbooks for 87 pupils,' BBC News • UFCW pushes to designate grocery workers as First Responders, CNN • Target's anti-union "new employee orientation" video • Michael Levitt: His experience of union organizing as a "union buster" - an anti-union consultant <p>Articles and Videos – Amazon Union Campaign</p> <ul style="list-style-type: none"> • CNET - Summary of Union Campaign at Amazon - read all articles in the link • AP Summary of Amazon Union Campaign • Guardian Article: Amazon Union Campaign • Amazon union vote is taking long. Here's why and what could come next • Reuters: Amazon's Win in Union Fight Shows Harsh Realities Facing Labor Unions • Amazon Union Busting Video • CNBC Video - Vote Count • CBS News: Amazon - Everybody's Fight

13 (Part 2)	December 1	Unit III: Improving Working Peoples' Lives <i>Unions in the U.S. Today</i> <ul style="list-style-type: none"> <i>Collective Bargaining Exercise</i> 	<ul style="list-style-type: none"> Collective Bargaining Simulation in Class Exercise and Debrief Assignment
14	December 8	Unit III: Improving Working Peoples' Lives <ul style="list-style-type: none"> U.S. Public Policy and the Future of Work 	Readings <ul style="list-style-type: none"> Sweet and Meiksins: Chapter 8 Anne-Marie Slaughter, "Why Women Still Can't Have it All," <i>The Atlantic</i>, July/August 2012 Claire Cain Miller, "Why the U.S. has Long Resisted Universal Child Care," <i>The New York Times</i>, August 15, 2019. Kathryn Vasel, "Four day work weeks sound too good to be true. These Companies Make it Work," <i>CNN Business</i>, July 1, 2019 Andrew Leonard, "Lessons for Obama from the New Deal," <i>salon</i>, September 12, 2011. Videos <ul style="list-style-type: none"> Paul Krugman, "Public policy changes could reduce unemployment and put more Americans back to work," <i>Democracy Now</i>, May 17, 2012. Dr. Teresa Boyer, former Executive Director, Rutgers Center for Women and Work, Public Policy and HR Changes by Corporations that Could Help Working Women Achieve Greater Equality. <ul style="list-style-type: none"> Public Policy Change Needed Reducing the Pay Gap Flexibility is Important Child Care Professor Adrienne Eaton, Changes the Labor Movement Needs to Consider.
	December 12-13	Unit III: Improving Working People's Lives <i>Unit III Online Quiz</i>	
	TBD	<ul style="list-style-type: none"> <i>Final Exam</i> 	<ul style="list-style-type: none"> Take Home Final Exam