Introduction to Labor Studies and Employment Relations 100:9

Fall Semester 2021

Semester: Fall 2021
Course Number and Sections: 37:575:100:9
Course Title: Introduction to Labor Studies and Employment Relations
Course Day and Time: Wednesday - Tuesday
Location: Online non-synchronous
Course Instructor: Ashley Conway, Assistant Teaching Professor
Contact Information: Primary - use Canvas; secondary -aconway@smlr.rutgers.edu
Office Hours and Location: Online by appointment

Vaccination information

Students are required to be vaccinated against COVID-19 to return to Rutgers studies this fall, including those who are taking all online courses. If you get locked out of the Canvas site for this course because you have not yet submitted your vaccination documentation, you should do so ASAP to avoid missing classes. If you continue to be denied Canvas access, please email me to discuss the problem. Here are two resources on Rutgers’ COVID-19 requirements:

Guide to Returning to Rutgers: https://ipo.rutgers.edu/sites/default/files/Guide%20To%20Returning%20To%20Rutgers.pdf

Fall 2021 COVID-19 Vaccination and Online Courses at SMLR: https://smlr.rutgers.edu/COVID-Special-Enrollment-Request-Form

Course Description

This course will provide an introduction to the Labor Studies and Employment Relations major. Our primary focus will be work, workers, and the organizations and institutions that shape and define the employment relationship. We will examine how class, race, ethnicity, and gender impact work; the role of corporations; the role of unions and worker centers; the global economy; and the future of work.

Students must complete either 100 or 110 for majors or minors offered by the Labor Studies and Employment Relations Department. Students may count both toward their degree but may not count both toward either majors or minors. This course counts toward the Core Curriculum SCL requirement (see below). The course is fully online; synchronous sessions will be available but are not required.

Text

Stephen Sweet and Peter Meiksins. Changing Contours of Work: Jobs and Opportunities in the New Economy. 3rd Edition. Sage, 2017. (Please note: the second and third editions are similar, although the latter is more up to date. The first is very different – do not use it).

Course Learning Objectives
By the end of the course students will:

- Know and understand fundamental social science, historical, and legal perspectives, theories, and concepts relating to work, employment relations, and worker movements.
- Know the fundamental laws/institutions governing employment relations including government, labor unions, corporations, and other key institutions.
- Understand how the global economy impacts work and employment relations.
- Understand how diverse backgrounds and cultures shape experiences and perspectives on the world of work; and
- Develop critical thinking, problem solving and communication skills.

School Learning Objectives and Assessment

School of Arts and Sciences Core Curriculum objectives met by this course: SCL (social analysis)

- Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization. (Goal m). Assessment: Quizzes
- Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments. (Goal n). Assessment: Discussions

School of Management and Labor Relations curriculum objectives met by this course:

- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV) Assessment: discussions
- Demonstrate an understanding of how to apply knowledge necessary for effective work performance. (Goal VI) Assessment: discussions

Labor Studies and Employment Relations Department objectives met by this course:

- Demonstrate an understanding of the perspectives, theories, and concepts in the field of labor and employment relations. (Goal 1). Assessment: quizzes
- Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2). Assessment: discussions

Course Grading

A=90-100; B+=85-89; B=80-84; C+=75-79; C=70-74; D=60-69; F=59 and lower

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
<th>Percent or course total</th>
<th>Points that can be accrued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction assignments</td>
<td></td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>Online discussions</td>
<td>5 @ 150 points each</td>
<td>75%</td>
<td>750</td>
</tr>
<tr>
<td>Quizzes</td>
<td>4 @ 50 points each</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1,000 points</td>
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Points have no absolute meaning, and in the end, I will use my judgment in translating points into grades for the course. Implicitly, that means that grades are “curved” in the sense that they are comparative. The comparison is both to other students taking the class this semester and with those who took the class in the past. In addition, I may increase or decrease a grade for exceptional (positive or negative) class participation and performance by one level (for example, between a B and B+). Grading rubrics for assignments and discussions are available on in Canvas. Extra credit is not offered in this course.

**Online discussions – 5 @150 points each**
In the first week of each online discussion students will prepare and submit an initial post. In the second week of the discussion, students will read group members’ posts and communicate their questions, insights, analysis, and conclusions in a threaded discussion. Discussions may require preparing a brief presentation; writing an essay or critique; or other task to share with group members. The *Online Group Discussion Guidelines and Grading Rubric* document provides an in-depth explanation of how to successfully participate in the online discussions and how the discussions are evaluated. Late submissions without an approved excuse will be assessed a 10-50% point penalty depending on lateness.

**Quizzes – 4 @ 50 points each**
Timed quizzes include true/false, matching, multiple choice, fill-in-the-blank, short answer questions, and essay questions. Quizzes are not cumulative. Quizzes must be taken online on the Canvas course site during the open period. **Collaboration on quizzes is not allowed**, but are ‘open book’. Each quiz will open at the beginning of the week of study (Wednesdays) and close one week later (Tuesdays). Make-up quizzes without an approved excuse and taken within one week of the due date will be assessed a 25% penalty.

**Class participation**
This is an interactive class; students need to keep up with the course work to effectively interact with others in the class. I **should be informed of personal situations or emergencies that interfere with your participation. As soon as a problem arises, email me.** An online class provides welcome schedule flexibility, but students are responsible for managing their time and participating in class every week.

**Contributing to the learning environment**
Students are expected to contribute to creating an environment that fosters mutual respect, courtesy, and civility by adherence to class norms for discussion, debate, and all interpersonal interaction. Expressions of hatred or contempt based on race, color, national or ethnic origin, age, gender, religion, sexual orientation, marital status, or physical or psychological disability will not be over-looked nor will they be tolerated.

**Course communications**
Students responsible for accessing course materials on Canvas and participating as instructed. Rutgers email and Canvas email should be checked frequently throughout the study week for class announcements or updates. Activating the automatic email and announcement notifications in Canvas is highly recommended. Students are responsible for promptly replying to emails that request a response. **Inform me of emergencies or problems that are likely to affect participation or performance in the**
course. The sooner I am informed, the easier it will be to develop a plan to keep up with the course work.

Class cancellations

Because this is a fully online course, most Rutgers class cancellations will not affect virtual class attendance and participation.

Academic Integrity

Academic Integrity is vital to the mission of Rutgers, to education at Rutgers and membership in the Rutgers community. It is a core value that supports trust among students, and between students and teachers. Academic integrity is also a shared value; administration, faculty, and students each play a vital part in promoting, securing, and nurturing it.

Academic dishonesty is not an individual act that affects only the students involved. It violates communal trust, impacts other members of the community, and is an offense against scholarship. For this reason, any instance of cheating or plagiarism will be dealt with harshly.

Honesty matters. As a shared value, administration, faculty, and students each play a vital part in promoting, securing, and nurturing it. See the Rutgers Academic Code and Academic Oath at:

http://academicintegrity.rutgers.edu/

From the Office of Disability Services

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 web site at:

https://ods.rutgers.edu/students/registration-form.

Rutgers’ Resources for Success

The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at success.rutgers.edu, and nearly all services and resources that are typically provided in-person are now available remotely.

Technical Assistance
**Helpdesk:** Rutgers Office of Information and Technology  
**Email:** [https://it.rutgers.edu/help-support](https://it.rutgers.edu/help-support)  
**Call:** 833-OIT-HELP

**Class Outline by Week**

*The syllabus is subject to change – always refer to Canvas for the most up-to-date information*

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 9/1-9/7</td>
<td>Orientation to the course and introductions</td>
<td>Week 1 assignments – due 9/14</td>
</tr>
<tr>
<td>2 9/8-9/14</td>
<td>Work and our lives</td>
<td>Week 1 assignments due 9/14</td>
</tr>
<tr>
<td>3 9/15-9/21</td>
<td>Corporations and work in the new economy</td>
<td>Discussion #1 – initial post due 9/22</td>
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</tbody>
</table>
| 4 9/22-9/28 | Work and inequality | Continue Discussion #1 – replies due 9/28  
**Quiz #1** |
| 5 9/29-10/5 | Agents of change in the new economy | Discussion #2 – initial post due 10/5 |
| 6 10/6-10/12 | Employment rights and job security in the U.S. | Continue Discussion #2 – replies due 10/12 |
| 7 10/13-10/19 | Unions and workers’ associations | **Quiz #2** |
| 8 10/20-10/26 | Work and public policy | Discussion #3 – initial post due 10/26 |
| 9 10/27-11/2 | Work, race, and ethnicity | Continue Discussion #3 – replies due 11/2 |
| 10 11/3-11/9 | Work, gender, and family | Discussion #4 – initial post due 11/10 |
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<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>11/10-11/16</td>
<td>Work and the new immigration</td>
<td>Continue Discussion #4 – replies due 11/16</td>
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<tr>
<td></td>
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<td>Quiz #3</td>
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<tr>
<td>12</td>
<td>11/17-11/23</td>
<td>Work in a changing climate</td>
<td>No assignment</td>
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<tr>
<td></td>
<td>Thanksgiving Break 11/25-11/28</td>
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<tr>
<td>13</td>
<td>12/1-12/7</td>
<td>Work and bridging the chasms that divide</td>
<td>Discussion #5 – initial post due 12/7</td>
</tr>
<tr>
<td>14</td>
<td>12/8-12/13</td>
<td>Course wrap up and evaluations</td>
<td>Discussion #5 – replies due 12/13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quiz #4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Complete SIRS course evaluation</td>
</tr>
</tbody>
</table>

### Readings – *This list will change. Always refer to Canvas for current assigned readings.*

#### Week 1

Sweet & Meiksins, Chapter 1

#### Week 2

Sweet & Meiksins, Chapters 1, 2 and 3

Shenker-Osorio, A. (2013, August 1). Why Americans all believe they are middle-class. *The Atlantic.*


#### Week 3

Sweet & Meiksins, Chapter 4


#### Week 4

Sweet & Meiksins, Chapter 5.

#### Week 5
Sweet & Meikins, Chapter 8.


**Week 6**


**Week 7**

Stolzoff, Simone. (9/26/2018) One thing millennials haven't killed: The labor union. *Quartz at Work*.


**Week 8**

http://bostonreview.net/politics/thomas-kochan-what-would-frances-perkins-do

Lumen Learning. American Government - Module 16: Domestic policy 
https://courses.lumenlearning.com/amgovernment/chapter/what-is-public-policy/

**Week 9**

Sweet & Meiksins, Chapter 7.


**Week 10**

Sweet & Meiksins, Chapter 6.

**Week 11**


**Week 12**


https://www.teenvogue.com/story/climate-disaster-is-a-labor-issue-heres-why


**Week 13**


MacGillis, Kelly and ProPublica. The despair of poor white Americans, *The Atlantic*. 