

INTERNATIONAL & COMPARATIVE EMPLOYMENT RELATIONS
(Labor Studies and Employment Relations 578:562)
Spring 2017

Wednesday, 7:20-10:00pm | Room 130/131 | Labor Education Center (LEC)
Cook-Douglass Campus | Rutgers University-New Brunswick

SYLLABUS

This class is co-taught by:

Prof. Mingwei Liu
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LEC, Room 149
Office hours by appointment
(2nd half of course, after spring break)

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LEC, Room 171
Office hours by appointment
(1st half of course, before spring break)

Course Overview

This course examines alternative approaches to labor and employment relations in selected major economies in the world, including Canada, Britain, Germany, Denmark, 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. The course will also cover major mechanisms of global labor governance such as trade agreements, corporate codes of conduct, and global union initiatives.

Learning Objectives

The course aims to help students to:

- Develop a solid understanding of employment relations systems in a variety of countries.
- Compare and contrast labor and employment relations in selected nations with each other, and with those in the United States.
- Use the comparative approach and theoretical models to critically analyze labor and employment relations in the countries not covered in this course.
- Understand major mechanisms of global labor governance particularly their strength and weakness
- Become familiar with sources of data and other information about labor and employment relations overseas.
- Improve professional competencies such as critical thinking and problem solving; verbal and written communication; 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 them 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 instructors.

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. We 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 instructors will communicate all official course correspondence to students via email. Students are responsible for **all** information communicated to them via email by the

instructors. Verbal discussions with the instructors before or after class will not be considered official unless followed up with written email confirmation.

Feel free to contact the instructors via email with questions or concerns about the course. We will do our best to get back to you within 24 hours. When emailing the instructors, always include “International Comparative Labor & Employment Relations” in the subject line of your email.

EVALUATION

Final grades will be based on the following four factors:

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| 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 the instructors 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. The instructors will 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 (which will also include the quality of your memo).

In addition, the instructors 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 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 Rutgers NetIDs 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 instructors 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

All other readings will be made available on Rutgers Sakai (<http://sakai.rutgers.edu>). Students can access the course site on Sakai by following these directions:

- Go to <http://sakai.rutgers.edu>
- To log on, enter your Rutgers NetID 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 (January 18)

We go over the syllabus and introduce core themes of the course:

- 1) Conflict and Cooperation at Work
- 2) Regulations to Sustain Social Protection and Competitiveness
- 3) The Influence of Institutions: Power, Incentives and Ideas
- 4) The Purpose of Comparison: From Tools to Lessons
- 5) Collective Adjustments to New Challenges

Read: This syllabus.

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

PART I: THE CASE FOR COMPARISON

2. Institutional Differences Matter: Employment Relations in Canada (January 25)

Read: Thompon, Mark and Daphne Taras. 2011. "Employment Relations in Canada." In Greg J. Bamber, Russell Lansbury and Nick Wailes eds. *International & Comparative Employment Relations: Globalization and Change* (5th Edition). Thousand Oaks, CA: Sage Publications, 88-116 (chapter 4).

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, 189-222.

Eidlin, Barry. 2015. "Class vs. Special Interest: Labor, Power, and Politics in the U.S. and Canada in the Twentieth Century." *Politics & Society* 43(2): 181-211.

3. The Politics of Work and Frameworks for Analysis (February 1)

Read: Katz, Harry C. Thomas A. Kochan and Alexander J. S. Colvin. 2015. "A Framework for Analyzing Labor Relations." In Katz et al. *Labor Relations in a Globalizing World*. Ithaca: ILR Press, 3-26 (chapter 1).

Wailes, Nick, Greg J. Bamber and Russell D. Lansbury. 2011. "International and Comparative Approach to Employment Relations: An Introduction." In Bamber, Greg J., Russell Lansbury and Nick Wailes. 2011. *International and Comparative Employment Relations: Globalization and Change* (5th Edition). Thousand Oaks, CA: Sage Publications, 1-35.

Schulze-Cleven, Tobias. 2017. "Collective Action and Globalization: Mobilizing Labour Power." *Journal of Industrial Relations* 59(4).

PART II: EMPLOYMENT RELATIONS IN EUROPE

The second part of the course examines labor and employment relations in three European countries. Class discussions highlight such features as patterns of wage-formation, linkages between national-level regulations and firm-level practices in labor management, as well as social cleavages in countries' labor movement. Together, the three national cases introduce you to cross-national trends. A final pre-midterm session explores how these trends are studied in contemporary academic research. The midterm will allow you to show what you have learned.

4. Great Britain: Consequences of Neoliberal Economic Reform (February 8)

Read: Waddington, Jeremy. 2015. "Employment Relations in the United Kingdom." In Greg J. Bamber, Russell D. Lansbury, Nick Wailes and Chris F. Wright, eds. *International & Comparative Employment Relations: National Regulation, Global Changes (6th Edition)*. Thousand Oaks, CA: Sage Publications, 20-48 (chapter 2).

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): 227-256. (Focus on differences between the US and Europe.)

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, 205-219. (Focus on limits of "partnership" strategy.)

Joyce, Simon. 2015. "Why are there so few strikes?" *International Socialism* 145, January 5. (Focus on data in the beginning as well as author's conclusions.)

Hall, Peter. 2016. "The Brexit Referendum: Britain Between the Past and Future." *Washington Post*, June 24.

5. Germany: Shifts in the Dual System of Employment Relations (February 15)

Read: Berndt K. Keller and Anja Kirsch. 2015. "Employment Relations in Germany." In Greg J. Bamber, Russell D. Lansbury, Nick Wailes and Chris F. Wright, eds. 2015. *International & Comparative Employment Relations: National Regulation, Global Changes (6th Edition)*. Thousand Oaks, CA: Sage Publications, 179-207 (chapter 8).

Reisenbichler, Alexander and Kimberly J. Morgan. 2012. "From 'Sick Man' to 'Miracle': Explaining the Robustness of the German Labor Market During and After the Financial Crisis 2008-09." *Politics & Society* 40(4): 549-579.

Schulze-Cleven, Tobias. 2017. "The German Model of Labor Relations: Success, Demise, and Reimagination." Institute for Work, Skills and Training, University of Duisburg-Essen.

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

6. Denmark: Facing Globalization with Flexicurity (February 22)

Read: Refslund, Bjarke and Ole Henning Sørensen. 2016. "Islands in the Stream: The Challenges and Resilience of the Danish Industrial Relations Model in a Liberalising World." *Industrial Relations Journal* 47(5-6): 530-546.

Daemmrich, Arthur and Thomas Bredgaard. 2012. "The Welfare State as an Investment Strategy: Denmark's Flexicurity Policies." In Ashok Bardhan, Cynthia A. Kroll and Dwight M. Jaffee, eds. *Oxford Handbook of Offshoring and Global Employment*. Oxford: Oxford University Press, 159-179.

Kristensen, Peer Hull, Maja Lotz, and Robson Rocha. 2011. "Denmark: Tailoring Flexicurity for Changing Roles in Global Games." In Peer Hull Kristensen and Kari Lilja, eds. *Nordic Capitalisms and Globalization: New Forms of Economic Organization and Welfare Institutions*. Oxford: Oxford University Press, 86-140.

Liz Alderman and Steven Greenhouse. 2014. "Living Wages, Rarity for U.S. Fast-Food Workers, Served Up in Denmark." *New York Times*, October 27.

7. Studying Evolving Institutional Systems: Change and Continuity in Europe (March 1)

Read: Ornston, Darius and Tobias Schulze-Cleven. 2015. "Conceptualizing Cooperation: Coordination and Concertation as Two Logics of Collective Action." *Comparative Political Studies* 48(5): 555-585.

Baccaro, Lucio and Chris Howell. 2011. "A Common Neoliberal Trajectory: The Transformation of Industrial Relations in Advanced Capitalism." *Politics & Society*, 39(4): 521-563.

Schulze-Cleven, Tobias and J. Timo Weishaupt. 2015. "Playing Normative Legacies: Partisanship and Employment Policies in Crisis-Ridden Europe." *Politics & Society* 43(2): 269-299

Schulze-Cleven, Tobias. 2017. "A Continent in Crisis: European Labor and the Fate of Social Democracy."

8. EXAM 1 (March 8)

[SPRING BREAK, March 13-17]

PART III: BROADING THE LENS – ASIA & TRANSNATIONAL QUESTIONS

9. Japan: Life-Time Employment, Lean Production and Enterprise Unionism (March 22)

Read: Whittaker, Hugh D. 2013. "Japan." In Carola Frege and John Kelly, eds. *Comparative Employment Relations in the Global Political Economy*. London: Routledge, 245-264.

Aoki, Katsuki, Rick Delbridge and Takahiro Endo. 2014. "'Japanese Human Resource Management' in Post-bubble Japan." *The International Journal of Human Resource Management* 25(18): 2551-2572.

Mehri, Darius. 2006. "The Darker Side of Lean: An Insider's Perspective on the Realities of the Toyota Production System." *Academy of Management Perspectives* 20(2): 21-42.

Royle, Tony 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* 26(August): 606-622.

Film: Manufacturing Miracles

10. China: Globalization, Labor Law Reform, and the State-Controlled Labor Movement (March 29)

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

Liu, Mingwei. 2010. "Union Organizing in China: Still a Monolithic Labor Movement?" *Industrial and Labor Relations Review* 64(1): 30-52.

Li, Chunyun and Mingwei Liu. 2016. "A Pathway to a Vital Labor Movement in China? A Case Study of a Union-Led Protest against Walmart." In Mingwei Liu and Chris Smith, eds. *China at Work: A Labor Process Perspective on the Transformation of Work and Employment in China*. London: Palgrave Macmillan, 281-311.

Liu, Mingwei and Sarosh Kuruvilla. 2017. "The State, the Unions, and Collective Bargaining in China: The Good, the Bad, and the Ugly." *Comparative Labor Law and Policy Journal*, Forthcoming.

11. International Trade and Labor Rights (April 5)

Read: Nawabi, Jawied, Alenjandro Reuss, Chris Sturr and the Dollars & Sense Collective, eds. 2016. *Real World Globalization: A Reader in Economics, Business and Politics*. Bosto: Economic Affairs Bureau, 109-128 (chapter 5).

Tsogas, George. 2001. *Argument for and Against Labor Standards in Trade. Labor Regulation in a Global Economy*. New York: M.E. Sharpe, 19-48 (chapter 1).

Sweatshop Controversy.

Jia, Henry Hailong and Mingwei Liu. 2017. An Autopsy of the TPP Labor Chapter.

12. MNCs, Global Commodity Chains, and International Labor Strategies (April 12)

Read: Lakhani, Tashlin, Sarosh Kuruvilla and Ariel Avgar. 2013. "From the Firm to the Network: Global Value Chains and Employment Relations Theory." *British Journal of Industrial Relations*, 51(September): 440–472.

Witte, Jan Martin. 2008. *Realizing Core Labor Standards*. Eschborn: GTZ, 52-77 (chapter 4).

Debate on iPhone Work.

Jeremy Brecher, Tim Costello, and Brendan Smith. 2006. "International Labor Solidarity: The New Frontier." *New Labor Forum*, 15 (1), 8-18.

13. Exam 2 (April 19)

14. Group Presentations and Conclusion (April 26)

Due: Group presentation slides

Individual Term Paper– Due May 7, 2017

This class examines employment relations systems in six 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.). You can also 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.

Alternatively, you can write an essay (12-15 pages, double spaced) to examine a specific mechanism of global labor governance, analyze its strength and weakness, and propose ways to improve it.

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.