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## **PERSPECTIVES ON LABOR STUDIES**

RUTGERS UNIVERSITY

37:575:395:01

Spring 18

Class: Monday 3:55pm -6:55pm – LEC 130/131

Office Hours: Monday afternoons by appointment - LEC Room 148

### **Course Expectations and Requirements**

This course is designed to give you a chance to become engaged with the intellectual tradition in labor studies. You will read classic authors and current professional theory. You will have the opportunity to examine some of the big issues in the field and to decide what you think about them. You will also gain proficiency in important skills: reading for analytical insight, debating ideas, and communicating with others. Students should all be labor studies majors or minors with 15 credits or more in labor studies; if you are not in this category, then you need permission of the instructor to enroll.

### **Course Hybrid Format**

The hybrid format of this course offers both practical and learning advantages. The part online format offers you flexibility by taking away commute time and by providing a seven-day time span to fulfill your online assignments. The integration of face-to face and online activities should produce a deeper and more interactive learning experience, appealing to a wider array of learning styles than 100% classroom or online courses.

### **Readings**

There is no single text for this course. Readings for each week will be available on the Sakai class web-site: [Sakai.rutgers.edu](http://Sakai.rutgers.edu)

Use your Rutgers login name and password

Click on tab for class – 37:575:395:01 Fall 2017

Go to Resources to get syllabus and readings

## Relationship to Rutgers Learning Goals

A. This class relates to the overall objectives of a liberal arts education in **the social science area**. "A Rutgers University SAS graduate will be able to:"

- "Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in social and historical analysis." (Goal i). *Throughout this course, you will be practicing skills in identifying critical assumptions, methods, and types of evidence in relationship to theoretical arguments made by various seminal figures in the field of labor and employment relations.*
- "Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization." (Goal m). *The theories that you are expected to understand include views from sociology, institutional economics, political science, personnel psychology, human relations, and industrial relations – they form a variety of perspectives relevant to the study of labor. You will demonstrate this understanding through written work and through online discussion of concepts.*
- "Apply concepts about human and social behavior to particular questions or situations." (Goal n). *You will see how various theories have been applied to particular applied issues – such as, to what degree should worker pay be contingent? You will have the opportunity to argue for your ideas on the application of theory to such questions in labor and employment relations.*

## Course Expectations

Students read book chapters, journal articles and other electronic material available within the Sakai course shell. To prepare for class or forum participation, students are asked to write answers to the written questions for that week. These writing assignments are to be completed before class and posted to the class website under assignments before 4pm every Monday. Be prepared to discuss the key points of the readings in class and on the forums. It is important to participate in discussions and group activities. Explain your views. Don't be afraid to ask questions! Also listen – don't monopolize the discussion or ignore other views.

This is an interactive class – you need to keep current in the reading and forums so that you can interact with others in the class. For full credit, you need to participate in class, in the forums, and hand in the written questions on the readings on the day that they are due. All students are expected to attend class and discuss the readings.

Keep current and avoid being late. Please turn off cell phones during class time. You may use personal computers but only for class work – **not for checking email or social media**.

If you have a health problem or another emergency that requires you to miss a class, please inform me of the situation before the class if possible, or as soon after the class as you can. A hybrid class is somewhat flexible with regard to your schedule but you must be responsible for managing your time and for getting online each week no matter what else is going on in your life. A trip associated with your job is not an excuse for not participating in the forums, nor is a problem with your personal computer. There are many ways to get online in hotels and in campus computing facilities. **In general, you should sign into the class AT LEAST 3 times during the weeks when the class is online.**

**Course Evaluation - grades will be based on all of the following:**

	Percentage
In-class Attendance, Participation & Forums	30%
Written Reading Questions	20%
Mid-term Exam	25%
Final Exam	25%
Total	100%

### **Assessment of weekly written reading questions**

**Every week** you will be asked to answer a series of questions about the reading. These assignments are designed to insure that you paid attention to the most important aspects of the reading, and enable in-class or forum discussion. The answers should not be any longer than they need to be; in most cases, 2-3 pages in total should suffice.

Evaluation of these weekly assignments reflect whether or not you have achieved an accurate understanding of the various readings and whether or not you reflect those ideas well in written English. Scores will range from 1-3 (minimally adequate to truly exceptional.)

***Avoid plagiarism or other violations of academic integrity! Your written questions will be submitted to "Turnitin.com" to insure that your answers are yours alone – not answers from another student, from the web, or another source. Be careful not to "copy" phrases or sentences excessively from the readings. The goal is to put the ideas into your own words!***

### **Assessment of online discussion forums**

The forum offers a complementary approach to the in-class teaching. You will be required to do your readings as well but instead of participating in class discussion, you will respond to questions, and start your own questions on the weekly topic.

Of great importance in an online learning environment is the opportunity for students to discuss course topics with each other. Students are required to communicate their insights and thoughts pertaining to reading and listening assignments, while learning from one another in the process. Forum discussions are also a means for the instructor to identify whether or not the student comprehends required reading assignments.

It is expected that students will engage in the weekly forums **at least three times** each week. Forums include instructor- generated questions and student-to-student interaction.

Students can respond to the Forum question at anytime during the day or night.

As described above, your grade is based upon participation in each weekly forum. The forum is like a class discussion. Each forum has a question(s) to get you started – you may choose to discuss one or all, or to comment on some other aspect of the week's topic, or to ask or answer a question.

A forum is an interactive discussion and your contribution will be evaluated on a scale (1-3) from minimally adequate to truly exceptional.

The score reflects:

- **How early & how often you participated.** Signing on twice to interact with other students regarding one of the questions is minimally adequate, whereas more extensive participation earns you more points. Earlier participation in the week is rewarded as long as it is thoughtful. The first three students who participate in a substantive way in any forum receive additional credit for this alone.
- **Was your participation interactive?** Remember, this is a discussion – it is better to demonstrate understanding of the ideas of others before going on to your own opinion than to just “splash” your own ideas onto the page. On the other hand, passively “agreeing” with what others have written doesn’t contribute much to a discussion.
- **Were your comments thoughtful and based on the readings?** Did they reflect an accurate understanding of the material being discussed or were they riddled with errors regarding the course material.
- **Were your opinions backed by personal experience or other types of evidence?** Did you draw on readings from other courses, current news, or online sources of information in a manner that contributes to the discussion?
- **Were your comments expressed clearly and appropriately?** Do they show mastery of persuasive written English? *Please do not “flame” in these forums; be courteous of others who will be reading your comments.*

The weighting of these components is approximately equal.

#### **Assessment of in-class participation.**

You will be assessed on your in-class participation.

Your final grade is based in part on your participation in class discussions during the weeks the class meets together. Your contribution will be evaluated on a scale (1-3) from minimally adequate to truly exceptional, based on the quality, thoughtfulness, and frequency of your contributions to class discussions.

#### **Exams**

There will also be a mid-term and a final exam, each worth 25% of the final grade.

#### **Topics (In Class and Online):**

**Sept. 18, 2017 Class: Introduction & Orientation**

**Sept. 25, 2017 Online: The Power of Theory**

Required reading and listening:

Milton and Rose Friedman, Free to Choose: A Personal Statement (New York: Harcourt Brace, Harvest edition, 1979), “The Power of the Market,” pp. 9-11 and 64-67.

Listening to economists with different ideas:

Milton Friedman, <http://www.youtube.com/watch?v=JfdRpyfEmBE> [30mins, watch first 10mins]

Paul Krugman "Income Inequality and the Middle Class" <http://www.youtube.com/watch?v=5kwA-CwFK5A&feature=Playlist&p=006DFDEAD59BB66E&playnext=1&index=21> [7:14]

Joseph Stiglitz "Market Fundamentalism is Dead" [http://www.youtube.com/watch?v=x\\_2-Tv2GPso](http://www.youtube.com/watch?v=x_2-Tv2GPso) [4:14]

Optional:

Sumantra Ghoshal, "Bad Management Theories Are Destroying Good Management Practices", Academy of Management Learning & Education, 2005, Vol. 4, No. 1, pp. 75-91. Skim 82-91.

### **Oct. 2, 2017 Class: The Division of Labor & Scientific Management**

Adam Smith, The Wealth of Nations, (Originally 1776; Prometheus Books, 1991), Chapter 1-2 (pp. 109-121).

Frederick Taylor, Scientific Management (New York: Harper and Row, 1947), pp. 39-73.

Arlie Russell Hochschild, "Exploring the Managed Heart," in The Managed Heart: Commercialization of Human Feeling. Berkeley: University of California Press, 1983, pp. 3-12.

Richard Edwards, Michael Reich, and Thomas Weisskopf, The Capitalist System, 2nd ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1978), "Alienation," pp. 265-268.

Optional:

Harry Braverman, Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century (New York: Monthly Review, 1974), Part of Chapter 3, pp. 78-83 and Part of Chapter 5, pp. 124-131.

Edward S. Herman, "Karl Marx and the Reopening of His System," excerpt from New Politics.

### **Oct. 9, 2017 Online: Capitalism**

Robert Heilbroner, The Worldly Philosophers, revised 7<sup>th</sup> ed. (NY: Touchstone, 1999). Portions of chapter on Smith (pp. 50-63).

Robert Heilbroner, The Worldly Philosophers, revised 7<sup>th</sup> ed. (NY: Touchstone, 1999). Portions of chapter on Marx (pp. 144-48 and pp.154-169).

Rius, Marx for Beginners (New York: Pantheon Books, 1976), pp. 127-140.

### **Oct. 16, 2017 Class: Motivating and Managing Employees**

J. Steven Ott, ed. "Motivation," in Classic Readings in Organizational Behavior (Pacific Grove, CA: Brooks/Cole, 1989), pp. 27-35.

Abraham H. Maslow, "A Theory of Human Motivation," Chapter 2 in Motivation and Personality, 3<sup>rd</sup> edition. New York, Harper and Row, 1970, pp. 15-31 (note – the first version of this theory was published in the 1940s).

Douglas McGregor, "The Human Side of Enterprise" an excerpt from a book of the same title in J. Steven Ott, ed. Classic Readings in Organizational Behavior (Pacific Grove, CA: Brooks/Cole, 1989) pp. 66-73.

#### **Oct. 23, 2017 Online: Problems with Managing**

Elton Mayo, The Social Problems of an Industrial Civilization (New York: Routledge, 1949), excerpted in D. S. Pugh, ed. Organization Theory: Selected Readings (Harmondsworth, Middlesex: Penguin Books, 1971), pp. 215-229.

Charles Heckscher, White-Collar Blues, Chapter 2, "The Meaning of Loyalty," pp. 13-36.

Alan Fox, "Managerial Ideology and Labour Relations," British Journal of Industrial Relations, Vol. 4, No. 3 (Nov. 1966), pp. 366-378.

Optional:

Edwin A. Locke, "The Ideas of Frederick W. Taylor: An Evaluation," Academy of Management Review, Vol. 4, No. 1 (1982), pp. 14-24.

#### **Oct. 30, 2017 Class: Industrial Democracy**

Carol Pateman, Participation and Democratic Theory, Cambridge England, Cambridge University Press, 1970.

Trist, The Evolution of Socio-Technical Systems

Adler, P.S., "'Democratic Taylorism': The Toyota Production System at NUMMI," in S. Babson (ed.) *Lean Work: Empowerment and Exploitation in the Global Auto Industry*, Wayne State University Press, 1995, pp. 207-219.

Thomas A. Kochan and Saul A. Rubinstein, "Toward a Stakeholder Theory of the Firm: The Saturn Partnership," Organization Science, Volume 11, No. 4, July-August 2000.

#### **Nov. 6, 2017 Online: Mid-term Exam**

#### **Nov. 13, 2017 Class: Markets, Institutions and Competing Theories of IR**

Bruce E. Kaufman, "Labor Markets and Employment Regulation: The View of the 'Old' Institutionalists," in Bruce E. Kaufman, ed. Government Regulation of the Employment Relationship. (Madison, Industrial Relations Research Association, 1997), pp. 11-39.

John W. Budd and Stefan Zagelmeyer, Excerpt from "Public Policy and Employee Participation," in The Oxford Handbook of Participation in Organizations, edited by Adrian Wilkinson, Paul Gollan, David Marsden, and David Lewin, 2007, pp. 1-6.

Sidney and Beatrice Webb, Industrial Democracy. London: Longmans, Green, 1902 and 1920. "The Higging of the Market," excerpted in E. Bakke, C. Kerr, and C Anrod, Unions Management and the Public, 2<sup>nd</sup> ed. 1960, pp. 267-271.

### **Nov. 20, 2017 Online: Human Resource Management, Industrial Relations & Organizational Behavior & Review?**

Bruce Kaufman, Human Resources and Industrial Relations: Commonalities and Differences," Human Resource Management Review, 11(4), 2001, pp. 361-374.

Jeffrey Pfeffer, "Human Resources from an Organizational Behavior Perspective: Some Paradoxes Explained," Journal of Economic Perspectives, Vol 21, No. 4 (Fall, 2007), pp. 115-134.

### **Nov. 27, 2017 Class: Democracy and Inequality**

Robert Dahl, "Why Market Capitalism Favors Democracy" and "Why Market Capitalism Harms Democracy," in On Democracy (New Haven: Yale University Press, 1998) pp. 166-179.

Richard Freeman, "Distribution Matters," in America Works (New York: Russell Sage, 2007), pp. 41-57.

Katherine Newman and Victor Tan Chen, "Introduction" and "On the Edge: Plunging Out of the Missing Class," in The Missing Class: Portraits of the Near Poor in America (Boston: Beacon Press, 2007), pp. 1-9, skim pp. 177-201.

Optional:

ASA Series on How Race and Ethnicity Matter, "Race, Ethnicity, and the American Labor Market: What's at Work?" pp. 1-14 (race and inequality)

Arlie Hochschild, Second Shift Chapters 1-2, pp. 2-21. (gender and inequality)

Film: Robert Reich, Inequality for All (1-60 & 110 Buffett)

### **Dec. 4, 2017 Class: Changing Relations between Labor and Management in a Global Economy**

Thomas A. Kochan, Harry C. Katz and Robert B. McKersie, "A Strategic Choice Perspective on Industrial Relations" and "Strategic Choices Shaping the Future" in The Transformation of American Industrial Relations, (New York: Basic Books, 1986) pp. 3-46 and 226-253.

Charles C. Heckscher, "Three Elements of Representation" and "Completing the System" in The New Unionism: Employee Involvement in the Changing Corporation, (New York: Basic Books, 1988) pp. 155-231

Saul A. Rubinstein, "Unions as Value-Adding Networks: Possibilities for the Future of U.S. Unionism," Journal of Labor Research 22 (3), Summer 2001.

Video: Crossfire Debate

Case: Public School Reform

**Dec. 11, 2017: Online: Final Exam**