

INTRODUCTION TO LABOR STUDIES AND EMPLOYMENT RELATIONS

Labor Studies 37:575:100 online: Sections 91/92

Draft subject to change

Spring 2022

Professors Paula B. Voos and Silvana Craig

Please copy all professors when you email about the course. That way one of us can be sure to get back to you.

Contact information for Professor Voos:

Cell phone: 732-261-5958. She is available to speak by phone most mornings but its best to text to be sure. Professor Voos prefers to answer substantive questions about subject matter in the course by phone, rather than email. Email is great for many things: pbvoos@SMLR.rutgers.edu. You can also email her in the internal Canvas email system

Contact information for Professor Craig:

Emails work best when trying to contact Professor Craig. She can be reached at: silvanac@docs.rutgers.edu

You can email in Canvas and the system will send a notification to Professor Craig.

***Schedule:** The weeks in the course begin on Monday and end on Sunday evening at 11:59 p.m. You often will have things due on either Thursday evening or Sunday evening, just like any course that meets twice a week. The schedule and the assignments are subject to change. This is an online course that is largely asynchronous.*

In this section, you will then have a CHOICE as to doing one of two things:

1) a **synchronous (live at a particular time)** team-based collective bargaining exercise that requires planning with the team, and then bargaining with the opposing union or management team online. We highly recommend this option. But if your internet connection is not fast and reliable or if you live in a different time zone, this probably won't work out well. **You must have a fast internet connection and a good personal computer with a microphone to bargain online – a cell phone, Chromebook, or working in a student computing center won't be sufficient. Either....**

Meet **ONLINE** Wed. April 6; Bargain Wed. April 20 -- both from 1:00-4:00 p.m. OR
Meet **ONLINE** Fri. April 8; Bargain Friday April 22 -- both from 6:00-9:00p.m. OR
Meet **ONLINE** Sat. April 9; Bargain Sat. April 23 - both from 9:00 am-12:00 noon. OR
Meet **ONLINE** Sun. April 10; Bargain Sunday April 24 from 1:00-4:00p.m.

2) an individual paper of about 5 pages, after visiting one of a number of **labor related museums** (see the Appendix). This might be a better choice if your life makes a group activity difficult or if you do not have a strong internet connection. To be honest, the collective bargaining exercise is probably more fun, but students have also found the museum visits to be worthwhile.

Learning Objectives for this course follow. The student is able to:

Core Curriculum: SCL

- Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization. (Goal SCL-1).

School of Management and Labor Relations:

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

Labor Studies and Employment Relations Department:

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

Additional course objective from the instructors:

- Students will be able to apply facts and concepts from the course to argue convincingly against common contemporary fallacies related to employment relations.

Grades:

For purposes of grading, there are multiple components of the course:

- Introductory exercises (Personal information/choice of exercise; pre-test participation) (3%)
- Threaded Discussions (Forums) (40%)
- Rights check and union knowledge check at 1% each (2%)
- Bargaining exercise or museum paper (10%)
- 3 Quizzes at 12% each (36%)
- Short take-home final (9%)

The professors reserve the right to determine the division between B and B+ etc., although in many years B+ starts at an overall average of 88. That cutoff is subject to change each semester.

Text: Stephen Sweet and Peter Meiksins. *Changing Contours of Work: Jobs and Opportunities in the New Economy*. 4th Edition. Sage, 2021. (Please note: the second and third editions are similar to the 4th; although latter editions are more up to date. The first is very different – do not use it).

Unit I. The Situation Working People Face Today (Jan 18 – Feb. 20)

Week 1: Introduction (Jan. 18-23)

- Explore what the course is about and make note of what is required of you.
- Post information about whether/when you will do the bargaining exercise or the paper for the instructor (worth 2% of your grade –less if you are late)

- Take the Pre-test. Your score does not affect your grade, but it is important to be sure how your computer will interact with the exam software to prevent later problems. (worth 2% of your grade). So please use the computer you will later use to take quizzes.
- Buy or rent the text

Read: Sweet & Meiksins, Chapter 1

Assignment for Week 1: Interview at least one parent or grandparent about your family's work history (preferably more). You do not need to write anything about the interview. It will form the basis of an online discussion next week.

Week 2: Work and Our Lives (Jan. 24-30)

- You and your family's history of work
- The contemporary economic/work situation
- Longer term trends in work

Read:

Heather Long, "The Economy Isn't Going Back to Feb. 2020. Fundamental Shifts Have Occurred." *Washington Post*, June 21, 2021.

Start to think about longer term changes in the economy...

Watch: NBC News, "What Does the Future of Work Look Like in a Post-COVID-19 World Look Like?" May 22, 2020.

Watch: Richard Florida, "The Rise of the Creative Service Worker," on Big Think (link in shell).

Due week 2: Participate in Forum 1: You need to post at least once by Sun. evening, and then another two times by next Sunday evening. Both quantity and quality count so you may want to post beyond this minimum.

Week 3: Corporations & Work in the "New Economy" (Jan.31- Feb.6)

- Corporations – structure, power, and rights
- Old and new forms of work organization
- The rise of contingent work

Read: Sweet & Meiksins, Chapter 2, and

Peter Capelli et al. *Change at Work* (New York: Oxford, 1997), subpart "The Employment System that Died," and "How the World Began to Change," pp. 15-29, and "The Restructuring of Organizations," pp. 44-51.

Watch: Parts 1 and 2 of *The Corporation*.

PBS video, “A Job at Fords” from the series, *The Great Depression*

Due week 3: Finish Forum 1: You need to post at least twice by Sun. evening. Both quantity and quality count so you may want to post beyond this minimum. You cannot post after 11:59pm on Sunday so do not ask for that or send us posts by email – this is like a class discussion.

Week 4: Social Class in the U.S. (Feb. 7-13)

- Class and opportunity in the U.S.
- Class and social mobility
- Relationship between wealth and power
- Has class faded in American culture?

Read: *NYTimes* website on Social Class:
<http://www.nytimes.com/pages/national/class/>

Be sure to read on this site:

- (1) the Overview article, ‘Shadowy Lines That Still Divide’
- (2) Tamar Lewin “Up from the Holler” Click on Day 3
- (3) David Leonhardt “The College Dropout Boom” Click on Day 5
- (4) at least two other articles/blogs from the site.
- (5) Also read Bob Herbert’s op. ed. ‘Mobility Myth’ click under ‘Readers Opinions’

Watch:

Professor Francis Ryan, Rutgers Labor Studies & Employment Relations Dept. speak about the history of the ideal of social mobility in the U.S. and the reality today.

Kate Pickett, Big Think Interview, “Why Inequality is Bad for Your Health”
<http://bigthink.com/katepickett>. The rest is optional viewing.

Read: Serkez, Yeryna, “Who is Mostly Likely to Die from the Coronavirus,” *New York Times*, June 4, 2020.

Due in week 4 – Participate in Forum 2. The first response is due Thursday evening before 11:59pm. The second before Sunday evening at the same time. The forum closes and you cannot participate after Sunday evening.

Week 5: Economic Inequality Today (Feb. 14-20)

- Class, race, and gender inequality
- Health and other effects of income inequality

Read:
Sweet & Meiksins, Chapter 3,

Review two *New York Times* articles on the reasons for lagging wage growth and rising inequality:

David Leonhardt and Yaryna Serkez, “The U.S. is Lagging Behind Many Rich Countries. These Charts Show Why,” July 2, 2020

Unions role - July 6, 2018

Watch:

Richard Wilkinson’s, TED Talk, on the impact of inequality globally.

Robert Reich, “How Corporations Crush the Working Class”

Take Online Quiz on Unit 1: Sat. Feb. 19 or Sun. Feb. 20

Unit II: Diversity, Work, and Employee Rights (Feb.21 – March 27)

Week 6: Employment Rights in the U.S. (Feb. 21-27)

- Employment at-will
- Exceptions to employment at-will
- The NLRA (Wagner Act) and state bargaining laws
- The Fair Labor Standards Act & the Occupational Safety and Health Act

First: Take the rights check. This is a quiz that you can take and retake over the course of the week until you get a perfect score and the full number of points (10). After the week is over, the rights check ends – so be sure to do it this week.

Read:

Sweet & Meiksins, Chapt. 4

Steven Greenhouse, Low-Wage Workers are Often Cheated. Study Says, September 1, 2009, *New York Times*.

Josh Edelson, “Most Americans Can Be Fired for No Reason at Any Time, But a New Law in New York Could Change That,” *Bloomberg Businessweek*, June 21, 2021.

Lewis Maltby, Can They Do That? (New York: Portfolio, 2009). Chapter 4, “Wrongful Discharge and Employment at Will,” pp. 57-67 and a portion of Chapter 13, “The Rights You Have,” pp. 196-203.

Watch:

3 short Videos on Employment at Will and the common law exceptions from Professor Carla Katz

Due Week 6: Participate in the forum on employment rights (parts 3A and 3B). At a bare minimum post your original contribution on each by Sunday. **To earn more than the minimum passing grade of C, comment on others posts and respond to other student comments.**

Week 7: Work, Race, Ethnicity and Equality: (Feb. 28-March 6)

- Race, ethnicity and inequality in the contemporary workplace
- Discrimination and Fairness
- Civil Rights Act of 1964
- The Memphis Garbage Workers Strike and Martin Luther King

Read: Sweet and Meiksins, Chapter 7, “Race, Ethnicity and Work.”

Charlie LeDuff, “At a Slaughterhouse, Some Things Never Die: Who Kills, Who Cuts; Who Bosses Can Depend on Race,” New York Times, June 16, 2000.

“Whites Account for Under Half of Births in the U.S.,” *New York Times*, May 17, 2002, p. 1.

Watch: Three videos

(1) One is an excerpt from the movie, *At the River I Stand*, about the Memphis Garbage workers strike and Dr. Martin Luther King

(2) The second is a YouTube video that continues the story of the Memphis garbage strike.

(3) Mr. Wade Henderson, Leadership Conference on Civil Rights, Testimony to U.S. Senate Subcommittee, 2009 about the relationship between union rights and civil rights.

Due Week: Participate in the forum on HRM policy (parts 3C and 3D). At a bare minimum post your original contribution on each by Sunday. **To earn more than the minimum passing grade, comment on others posts and respond to other student comments.**

Week 8: The New Immigration (March 7-13)

- Effects of immigration on wages and work
- Public policy debates regarding immigration policy for the U.S.

Read:

New York Times, 1/27/2007, “Study of Immigrants Links Lighter Skin and Higher Income, and

Immanuel Ness, Immigrants, Unions, and the New U.S. Labor Market (Philadelphia: Temple University Press, 2005). Chapter 2, “The Political Economy of Transnational Labor in New York City: The Context for Immigrant Worker Militancy,” pp. 13-39.

Watch:

Professor Janice Fine, LSER Department, Rutgers, speaking about immigration issues.

Due in Week 8: Participate in Forum 4 – there are 2 parts. The first is due by Thursday at 11:59pm. The second is due at the same time on Monday March 21 (after spring break). After that, you cannot participate in Forum 4.

Spring Break March 12-20

Week 9: Gender, Work and Family (March 21-27)

- Women’s participation in the paid labor force
- Gender inequalities and discrimination
- Work/family policies and the law

Read: Sweet and Meiksins, Chapters 5 and 6, and

Washington Post, “Nearly 40 Percent of Mothers Are Now the Family Breadwinners Report Says,” 5/28/2013.

Take Online Quiz on Unit II: Sat. March 26 or Sun. March 27

Unit III Improving Working People’s Lives (March 28 – May 1)

Week 10 The Legacy: The New Deal & Labor (March 28-April 3)

- A new relationship between government and working Americans in the 1930s
- Union growth and consolidation in the 1930s-40s
- The CIO and the sit-down strike
- The “New Deal System’s” achievements and limitations

Read:

Andrew Leonard, “Lessons for Obama from the New Deal,” *Salon*, 2011.

Jack Metzgar, Striking Steel: Solidarity Remembered (Philadelphia: Temple University Press, 2000). “Getting to 1959,” first part pp. 17-39.

Those participating in the bargaining exercise should read the materials for the exercise starting this week. Next week you can begin meeting with your team to plan your strategy.

Watch: Various videos.

(1) Professor Paula Voos, Speaking about the New Deal, WWII and Labor (3 sections)

(2) A feature video (54 min.), “Mean Things Happening: The Great Depression, Part 5” from PBS also on You-Tube. Please pay particular attention to the second half of the video on steelworkers in Western Pennsylvania.

(3) Optional: A short You-Tube video regarding the early 1930s and the San Francisco General Strike:

(4) Optional: A short You-Tube video on the sit-down strike and its use by the CIO Autoworkers union in the 1930s:

Due week 10: Participate in Forum 5. The first post is due by Thursday evening; additional posts are due Sunday evening. **Also upload a copy of your first post to demonstrate that it is not copied but is your own writing.**

Week 11: Unions Today in the U.S., Part 1 (April 4-10)

- What do unions do?
- Collective bargaining
- Are unions good or bad for the economy?

Review: Power-point on what American unions do.

Read:

Kim Kelly, “What a Labor Union is and How it Works,” *Teen Vogue*, March 12, 2018.

Bureau of Labor Statistics, “Union Members 2020.”

Optional: “Learn about Unions” on the AFL-CIO website. This site contains a lot of information from an obviously pro-union perspective.

Watch:

(1) Reverend Jim Wallis, Sojourners, Testifying on unions and economic inequality, before a Senate subcommittee, 2009.

(2) Professor Paula Voos, Rutgers, Testifying about the economic effects of unions, before a Senate subcommittee, 2009.

(3) Professor Carla Katz, Rutgers, “Unions and Individual Voice”

Due in week 11 Nothing for those who chose to write a paper

Collective Bargaining Teams meet on same day they bargain to discuss the case & plan strategy. This is a planning session. You only need to read the case and the secret information before attending.

(Group Bargaining strategy due Tues. April 12).

Week 12: Unions Today Part 2: Union Organizing & Membership (April 11-17)

- How unions are formed
- Union membership trends over time
- New tactics of contemporary unions – example, the Fight for \$15

First: Take the union knowledge check. This is a quiz that you can take and retake over the course of the week until you get a perfect score and the full number of points (10).

Read:

“The Fight for \$15,” from Steven Greenhouse, Beaten Down, Worked Up, NY: Knopf, 2019, pp. 232-248.

Karen Weise and Michael Corkery, “Amazon Workers Vote Down Union Drive at Alabama Warehouse,” *New York Times*, April 9, 2021.

Watch Q&A videos on union organizing:

3 Videos, Professor Carla Katz

Watch for an example of how employers combat union organizing campaigns:

Target anti-union employee orientation video on YouTube

Review: Power-point on union membership

Optional videos: Watch for an understanding of where contemporary unions are strong and where they are struggling, and why:

(3) Professor Jeff Keefe on unions in the public sector and among low-wage service workers

(4) Two videos on unions today by Professor Adrienne Eaton. One is about the challenges posed by contingent and non-standard work. The other is about unions among athletes, actors, professors and other “stars.”

Due in Week 12: Union Knowledge Check

Week 13: Bargaining or Paper (April 18-24)

- Bargaining between union and management teams occurs this week
- Those writing a paper have a chance to finish it up this week.

No Additional Reading or assignments this week.

Week 14: Public Policy and the Future of Work (April 25- May 1).

Read:

Sweet and Meiskins, Chapter 8.

Nitasha Tiku, “Google Workers Launch Unconventional Union with help of the Communication Workers of America,” Jan. 4, 2021, *Washington Post*.

Watch the following videos:

(1) Paul Krugman, May 17, 2012, “End This Depression Now: Paul Krugman Urges Public Spending, Not Deficit Hysteria,” on *Democracy Now*.

(2) Adrienne Eaton, Professor, Labor Studies Department, Rutgers, Unions and Informal Work

(3) Dr. Teresa Boyer, Executive Director, Center for Women and Work, Rutgers, on Work and Family policy

Due in Week 14: Participate in an Extra Credit Forum (optional)
Museum paper due Tuesday at 11:59pm for those who chose that.
Collective Bargaining Agreement for those who selected that option.

Take Online Quiz on Unit III: Sat April 30 or Sunday May 1

Week 15 and Final Exam Period: WRAP UP:

A short take home final will be distributed Mon. May 2. It is due Sun. May 8 at 11:59pm.

Appendix. Labor-related museum visit and paper.

1. Visit one of the following locations listed below. **Take a picture of yourself at the location or scanned program from the location to document you were physically there. You will upload this separately.**

2. Write a five-page (double spaced) paper in which you describe your experience and the content of the museum exhibit. In your essay address some of the following questions:

Why did you choose to visit that place?

What did you learn from your visit?

What did you like most about the museum?

What did you like most about the exhibits? What would you have changed if you could?

How is the location connected to the course or a specific part of the course?

How did your knowledge and background of labor studies change the lens in which you viewed the exhibits?

What readings from this course were helpful for viewing and understanding the exhibits?

Would you recommend visiting to other students in the class? Why or why not?

Please feel free to comment on other aspects of the visit that may not be addressed in the above questions.

Locations to visit (choose any one):

1. The Tenement Museum in NYC. Go to <http://www.tenement.org/> (Links to an external site.) for information. There are a variety of tours and you may need to sign up in advance.
2. The American Labor Museum at the Botto House in Patterson, NJ. Go to <http://www.labormuseum.net/> (Links to an external site.) for information. There are also good walking tours in Patterson.
3. Ellis Island. Go to http://www.ellisland.org/genealogy/ellis_island_visiting.asp (Links to an external site.) for information.
4. Roebling Museum in Burlington County -- <http://roeblingmuseum.org/> (Links to an external site.) If you go to this one be sure to also investigate the big strikes that occurred in this company town.
5. Seabrook Museum -- in far South Jersey near Vineland -- <http://www.seabrookeducation.org/> (Links to an external site.). The history of Seabrook includes a united black/white Communist-influenced 1934 strike, battles

with the Klan, the owner's use of every group possible to keep down labor costs (Japanese internees, Estonian refugees, German POWs, etc.).

6. Philadelphia History Museum (formerly the Atwater-Kent) in downtown Philly -- <http://www.philadelphiahistory.org/> (Links to an external site.) -- A general history museum, but includes ethnic and worker-related exhibits. They have a lot of the material objects (most not displayed) from the late great Balch Ethnic Institute and some suggested walking tours of city neighborhoods. Visit a part of the museum related to labor studies. (This museum may be closed... see #8 and #9 for other museums close to Philadelphia).
7. Nearer to the Lehigh Valley Area, Pennsylvania, the Bethlehem Steel Stacks, in Pennsylvania, runs tours. If you do this one, also investigate the history of the union there. Go to <http://www.historicbethlehem.org> (Links to an external site.) for information.
8. Camden Shipyard Maritime Museum is more promising: <https://www.camdenshipyardmuseum.org/exhibits> (Links to an external site.). The Camden museum seems to have limited hours, but it should be open (it is a relatively new museum): <https://www.camdenshipyardmuseum.org/exhibits> (Links to an external site.)
9. (Links to an external site.)The African American Museum in Philadelphia also has a permanent exhibit on African Americans in Philadelphia from 1776-1876, which would of course touch on the themes of race, civil rights, and social class: <https://www.aampmuseum.org/current-exhibitions.html>