

LABOR & DEMOCRACY

Labor Studies and Employment Relations 575:301
Spring 2022

SYLLABUS

Class Meeting Details:

Synchronous online via Zoom (1/18-1/31; tentatively in-person thereafter)
Thursdays, 2:00 p.m. – 5:00 p.m.
See Canvas for details (including Zoom call details)

Alysa Hannon
Email: alysa.hannon@rutgers.edu
OH: Friday, 12-1pm via Zoom
(or by appointment) – see Canvas for details

Inclusivity Statement:

I would like to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.).

I view the diversity that students bring to this class as a resource, strength, and benefit. I ask you to therefore be open to the views of others and communicate in a respectful manner.

Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

Course Overview:

A central issue of our time is the strength of democracy, especially in light of a variety of economic and social pressures that have made many countries turn to authoritarian parties and governments. This course probes the role that labor movements play in democracy in comparative perspective. Students will be introduced to workers' collective action as a worldwide phenomenon and one that has been central to the political economic development of capitalist democracies, including the U.S. Grounded in part in a historical institutionalist approach from political science, the course emphasizes how historical and institutional contexts have shaped both the political opportunities for workers' evolving collective action and the effects that such social mobilization has had on the relationship between capitalism and democracy.

The class covers both key political achievements of the working class as well as labor's contemporary challenges. Among the achievements, we focus in particular on the expansion of welfare states; among the challenges, we probe the needs to accommodate shifting social cleavages and devise strategies for revitalization.

This course is divided into four sections: In the first we will examine tools to analyze workers’ collective action and explore some empirical examples. In Section II, we will cover the story of labor and democracy in Europe and the U.S. focused mostly on the developments of the 20th century and the Fordist period or the ‘golden-age’ of modern capitalism as well as its co-development with democratic institutions. In Sections III and IV, we will unpack this story in its historical context and together build a global picture of the relationship between labor and democracy. In Section III, we will focus on structures of power and workers’ identities including national identity, race, and gender. In Section IV, we will return to the case study of the U.S. and evaluate the road ahead for both labor and democracy in a global context.

Learning Objectives:

As a function of taking this class, the student is able to...

21C Core Curriculum:

- Analyze the degree to which forms of human difference shape a person’s experiences of and perspectives on the world (Goal a).
- Analyze issues of social justice across local and global contexts. (Goal d).

Labor Studies and Employment Relations Department:

- Analyze a contemporary global issue in labor & employment relations from a multi-disciplinary perspective (Goal 7).
- Analyze issues of social justice related to work across local and global contexts (Goal 8).

School of Management and Labor Relations:

- Evaluate the context of workplace issues, public policies, and management decisions (Goal V).

Additional Course Objectives from the Instructor:

- Use the comparative approach to develop a solid understanding of labor movements’ causes, nature and effects.
- Improve professional competencies such as critical thinking and problem solving; verbal and written communication; and interpersonal skills.
- Improve writing (organization, sentence structure, style, syntax) and approach to writing.
- Question widely held assumptions about the nature of capitalism.
- Acquire tools to navigate the democratic and labor systems students will eventually enter.

Course Requirements (details at the end of the syllabus):

In-Class Participation (incl. presentation; weekly questions & takeaways)	35%
First Exam	30%
Final Paper (including milestones)	35%

See details for all assignments at the end of the syllabus.

Class Dates:

SECTION I: TOOLS FOR ANALYZING WORKERS’ COLLECTIVE ACTION			
<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Major Assignments*</i>

Week 1	January 20	<i>Perspectives on Labor</i>	<i>No reading for the first class.</i>
Week 2	January 27	Labor & Social Movements	
Week 3	February 3	Labor & Institutions	<i>Group 1 Present</i>
SECTION II: LABOR AND DEMOCRACY IN EUROPE AND THE U.S.			
Week 4	February 10	Introducing Social Democracy	<i>Group 2 Present</i>
Week 5	February 17	Limits to Social Democracy	<i>Group 3 Present; ASS. 1: Submit your paper topic</i>
Week 6	February 24	Limits cont'd: Critiquing social investment	<i>Group 4 Present</i>
Week 7	March 3 <NO CLASS>	<NO CLASS>	FIRST EXAM
SECTION III: STRUCTURES OF POWER AND WORKERS' IDENTITIES			
Week 8	March 10	Global context	<i>Group 5 Present</i>
<i>Week 9 – Spring Break!</i>	<i>March 17 <NO CLASS></i>	<i><NO CLASS></i>	<i><NO CLASS></i>
Week 10	March 24	Racial Capitalism	ASS 2: Submit your outline
Week 11	March 31	Gender Roles	<i>Group 6 Present</i>
SECTION IV: ENVISIONING THE ROAD AHEAD IN THE U.S. & ELSEWHERE			
Week 12	April 7	21 st C. Organizing	<i>Group 7 Present;</i>
Week 13	April 14	U.S. at Crossroads	<i>Group 8 Present; ASS 3: Submit partial draft for paper</i>
Week 14	April 21	Envisioning the Future	<i>Group 9 Present</i>
Week 15	April 28	Wrap up	Brief Paper presentation

**You have a weekly assignment to submit one question and two takeaways or insights, one based on each required reading. These will be graded mostly for completeness as they are simply meant to help you prepare for class. If you are presenting a reading, you do not have to submit a reading question/takeaways that week.*

Course Readings:

❖ WEEK 1: Building a Foundation (January 20)

Labor & Democracy

Noam Scheiber. 2022. "Taking On Starbucks, Inspired by Bernie Sanders." January 17. Available at: <https://www.nytimes.com/2022/01/14/business/economy/starbucks-union.html>

Labor on the Rise

Michael Sainato. 2021. "They are fed up": US labor on the march in 2021 after years of decline." December 21. Available at: <https://www.theguardian.com/us-news/2021/dec/21/labor-organizing-pandemic-decline>

Noam Scheiber. 2021. "Architects Are the Latest White-Collar Workers to Confront Bosses." December 21. Available at: <https://www.nytimes.com/2021/12/21/business/architects-white-collar-union.html>

Labor & State Politics

Everett Kelley. 2022. "Renewed support for unions belies anti-labor laws in most states." January 3. Available at: <https://thehill.com/blogs/congress-blog/labor/588043-renewed-support-for-unions-belies-anti-labor-laws-in-most-states>

Melissa Montalvo & Nigel Duara. 2022. "In familiar refrain, United Farm Workers grapples with how to grow." January 18. Available at: <https://calmatters.org/projects/united-farm-workers-union/>

Intersectional Movements

Barbara Ransby. 2015. "The Class Politics of Black Lives Matter." *Dissent Magazine*, Fall 2015. Available at: <https://www.dissentmagazine.org/article/class-politics-black-lives-matter>

Peter Cole. 2022. "Martin Luther King Jr., Labor Activist. January 17. Available at: <https://www.yesmagazine.org/economy/2022/01/17/martin-luther-king-jr-labor-activist>

SECTION I: TOOLS FOR ANALYZING WORKERS' COLLECTIVE ACTION

This section of the course probes how we can conceptualize workers' collective action and labor movements: Who belongs to them? What does a movement seek to do? Why does a movement end up doing what it does?

❖ WEEK 2: Labor as a Social Movement (January 27)

REQUIRED READING 1: The California Farm Worker Movement (Empirical text)

Cletus E. Daniel. 1987. "Cesar Chavez and the Unionization of California Farm Workers." In Melvyn Dubofsky and Warren Van Tine, eds. *Labor Leaders in America*. Urbana and Chicago: University of Illinois Press, only read pages 350-373; remaining pages of the chapter are recommended but not required.

REQUIRED READING 2: The Dynamics of Building Social Movements (Theory text)

Sidney G. Tarrow. 2011. *Power in Movement: Social Movements and Contentious Politics (3rd Ed.)*. Cambridge: Cambridge University Press, 1-15 (Introduction).

**Weekly Assignment: Submit one question and two bullet takeaways (1-3 sentences each; one takeaway per reading) via Canvas by 5pm on Wednesday (if you are presenting, you do not have to submit the weekly assignment).*

❖ **WEEK 3: Institutions & Workers' Collective Action (February 3)**

REQUIRED READING 1: Organized Labor & Immigration (Empirical illustration)

Janice Fine and Daniel J. Tichenor. 2009. "A Movement Wrestling: American Labor's Enduring Struggle with Immigration, 1866-2007." *Studies in American Political Development* 23(2): 218-248.

REQUIRED READING 2: Context Shapes Social Action (Theory text)

Sidney G. Tarrow. 1998. *Power in Movement: Social Movements and Contentious Politics* (2nd Ed.). Cambridge: Cambridge University Press, 71-73 (part of Chapter 5).

- *Assignment: Assigned student presentation of readings and reading questions (Group 1).*
- **Weekly Assignment: Submit one question and two bullet takeaways (1-3 sentences each; one takeaway per reading) via Canvas by 5pm on Wednesday (if you are presenting, you do not have to submit the weekly assignment).*

SECTION II: LABOR & DEMOCRACY IN EUROPE & THE U.S.

In this section of the course, we explore the role of labor movements in the development of democratic and other state institutions in Europe and the U.S. We focus on the role of labor in shaping the fate of democracy and capitalism during the 1930s, and in the consolidation of welfare states after World War II. This section seeks to lay out the European narrative of democratic capitalism as it unfolded in the so-called golden age of capitalism.

❖ **WEEK 4: The Roots of Social Democracy (February 10)**

REQUIRED READING 1: Establishing the Primacy of Politics

Sheri Berman. 2009. "The Primacy of Economics versus the Primacy of Politics: Understanding the Ideological Dynamics of the Twentieth Century." *Perspectives on Politics* 7(3): 561-575.

REQUIRED READING 2: Reacting to Marxism

Karl Marx. 1867. "The Working Day (Ch. 10)" in *Capital: A Critique of Political Economy*, volume 1. Ed. F. Engels. New York: International Publishers (1975). (**Read Section 6 (p. 278 – 302)*)

- *Assignment (1): Assigned student presentation of readings & reading questions (Group 2).*
- **Weekly Assignment: Submit one question and two bullet takeaways (1-3 sentences each; one takeaway per reading) via Canvas by 5pm on Wednesday (if you are presenting, you do not have to submit the weekly assignment).*

❖ **Week 5: Limits to Social Democracy (February 17)**

REQUIRED READING 1: The American Labor Movement and the New Deal

Sean Farhang and Ira Katznelson. 2005. "The Southern Imposition: Congress and Labor in the New Deal and Fair Deal." *Studies in American Political Development* 19(1): 1-30.

REQUIRED READING 2: Bringing in the Middle Class after World War II

Peter Baldwin. 1990. *The Politics of Social Solidarity. Class Bases of the European Welfare State 1875-1975*. Cambridge: CUP, pages 107-133 only (Chapter 2: "The Triumph of the Solidaristic Welfare State: Britain and Scandinavia").

- *Assignment (1): Assigned student presentation of readings & reading questions (Group 3).*
- *PAPER Assignment (2): Submit your paper topic and sources along with the first paragraph of your paper. Details can be found at the end of the syllabus; for any student(s) presenting on this day, they are permitted to submit the following week.*
- **Weekly Assignment: Submit one question and two bullet takeaways (1-3 sentences each; one takeaway per reading) via Canvas by 5pm on Wednesday (if you are presenting, you do not have to submit the weekly assignment).*

❖ **Week 6: Limits to Social Democracy Cont'd: Critiquing Social Investment (Feb. 24)**

READING 1: Critical Perspectives on Social Investment

Cantillon, Bea and Wim Van Lancker. 2013. "Three Shortcomings of the Social Investment Perspective." *Social Policy & Society* 12(4): 553–64.

READING 2: The Role of Higher Education

Stevens, M. L., & Shibanova, E. 2021. Varieties of state commitment to higher education since 1945: Toward a comparative-historical social science of postsecondary expansion. *European Journal of Higher Education*, 1–20.

- *Assignment: Assigned student presentation of readings & reading questions (Group 4).*
- **Weekly Assignment: Submit one question and two bullet takeaways (1-3 sentences each; one takeaway per reading) via Canvas by 5pm on Wednesday (if you are presenting, you do not have to submit the weekly assignment).*

❖ **Week 7: First Exam (March 3)**

Assignment: Prepare for first exam; use review sheet of key terms provided on Canvas.

SECTION III: STRUCTURES OF POWER AND WORKERS' IDENTITIES

In this section, we explore structures of power outside of economic class and workers' identities accordingly. We examine what this means for our working conception of labor and labor movements and the preconceptions that ground worker solidarity and ideas like 'the working class.' We do this in part by taking a historical look at the factors which caused or facilitated the industrial revolution and a hundred years later the kind of wealth allocation among nations we associate with modern capitalism. Among other structures and social categories, we explore race, the concept of the nation, and gender/sexuality.

❖ **Week 8: Labor and Democracy in Global Context (March 10)**

REQUIRED READING 1: Historical Roots of Modern Capitalism

Sidney Mintz. 1985. "Sweetness and Power: The Place of Sugar in Modern History." New York: Viking. (*Read only Ch 2, pp. 19-73; will discuss potential excerpt in class*)

REQUIRED READING 2: Understanding our Current World System

Mike Davis. 2004. "Planet of Slums: Urban involution and the informal proletariat." New Left Review, 26 5-34. (*March-April 2004 issue*)

- *Assignment (1): Assigned student presentation of readings & reading questions (Group 5).*
- **Weekly Assignment: Submit one question and two bullet takeaways (1-3 sentences each; one takeaway per reading) via Canvas by 5pm on Wednesday (if you are presenting, you do not have to submit the weekly assignment).*

❖ **Week 9: SPRING BREAK! NO CLASS! (March 17)**

❖ **Week 10: The Constitutive Role of Race (March 24)**

REQUIRED READING 1: Racial Capitalism

Cedric J. Robinson. 2000. "Racial Capitalism: The Nonobjective Character of Capitalist Development (Chapter 1, pg. 9-28)" in *Black Marxism: The Making of the Black Radical Tradition*. Chapel Hill: University of North Carolina Press.

REQUIRED READING 2: Labor, Democracy, & Race in the U.S.

William P. Jones. 2013. "The Forgotten Radical History of the March on Washington." *Dissent*, 60, no. 2 (Spring 2013): 74-79.

Optional Podcast: Always Already Podcast, Ep. 67 Joel Olson, The Abolition of White Democracy: <https://alwaysalreadypodcast.wordpress.com/2020/08/04/olson/>

- *PAPER Assignment: Submit a 3-page draft outline of your paper; see end of syllabus for additional detail.*
- **Weekly Assignment: Submit one question and two bullet takeaways (1-3 sentences each; one takeaway per reading) via Canvas by 5pm on Wednesday (if you are presenting, you do not have to submit the weekly assignment).*

❖ **Week 11: At the Intersections: Gender & Sexuality (March 31)**

REQUIRED READING 1: What is Reproductive Labor?

Nancy Fraser. 2016. "Contradictions of Capital and Care." *New Left Review* 100 (July-August): 99-117.

REQUIRED READING 2: The Potential of Queer Politics

Cathy Cohen. 1997. "Punks, Bulldaggers, Welfare Queens: The Radical Potential of Queer Politics," *GLQ: A Journal of Lesbian and Gay Studies* 3(4): 437-465. (**Will potentially discuss excerpt for reading in class*)

- *Assignment (1): Assigned student presentation of readings & reading questions (Group 6).*

- ***Weekly Assignment: Submit one question and two bullet takeaways (1-3 sentences each; one takeaway per reading) via Canvas by 5pm on Wednesday (if you are presenting, you do not have to submit the weekly assignment).**

SECTION IV: ENVISIONING THE ROAD AHEAD IN THE U.S. & ELSEWHERE

We review how contemporary labor movements have responded to some of the key challenges they face around the world today. We also reflect on how they might do better, addressing such questions as: How should labor movements adopt their strategies? Who and how should they seek to organize and mobilize for “contentious collective action”? Which goals should they pursue? What’s their relationship to democracy and the pursuit of fair and democratic institutions? We also look at the state of labor and democracy in the U.S. and finally, contemplate the future of both against a global backdrop.

❖ **Week 12: 21st-Century Labor Organizing (April 7)**

REQUIRED READING 1: New Lens on Workers and Worker Solidarity

Tamara Lee & Maite Tapia. 2021. Confronting Race and Other Social Identity Erasures: The Case for Critical Industrial Relations Theory. *ILR Review* 74(3):637-662 (***Read only 637--644**).

REQUIRED READING 2: New Organizing Models (Domestic)

Marilyn Sneiderman and Secky Fascione. 2018. “Going on Offense during Challenging Times.” *New Labor Forum* 27(1): 54-62.

REQUIRED READING 3: New Organizing Models (Global)

Mark Anner. 2009. Two Logics of Labor Organizing in the Global Apparel Industry. *International Studies Quarterly* 53(3): 545–570. <http://www.jstor.org/stable/27735111> (***Will potentially discuss excerpt for reading in class**)

- **Assignment (1): Assigned student presentation of readings & reading questions (Group 7).**
- ***Weekly Assignment: Submit one question and two bullet takeaways (1-3 sentences each; one takeaway per reading) via Canvas by 5pm on Wednesday (if you are presenting, you do not have to submit the weekly assignment).**

❖ **Week 13: American Democracy and Labor at a Crossroads (April 14)**

REQUIRED READING 1: The Status Quo for Workers in the U.S.

Kathleen Thelen. 2019. “The American Precariat: U.S. Capitalism in Comparative Perspective.” *Perspectives on Politics* 17(1): 5–27. (focus of class discussion)

REQUIRED READING 2: The State of Affairs for American Electoral Politics

Aziz Rana. 2018. “Goodbye, Cold War.” *n+1*, Winter.

- **Assignment (1): Assigned student presentation of readings & reading questions (Group 8).**
- **PAPER Assignment (2): Submit a 5-page partial draft of your paper (double spaced, 12 font, TNR). * Details are at the end of the syllabus; for any students presenting this day, they are permitted to submit the following week.**

- **Weekly Assignment: Submit one question and two bullet takeaways (1-3 sentences each; one takeaway per reading) via Canvas by 5pm on Wednesday (if you are presenting, you do not have to submit the weekly assignment).*

❖ **Week 14: Envisioning the Future (April 21)**

REQUIRED READING 1: The Future of Democracy

Wendy Brown. 2015. "Undoing Democracy: Neoliberalism's Remaking of State and Subject (Chapter 1)" in *Undoing the Demos: Neoliberalism's Stealth Revolution*. New York: Zone Books.

REQUIRED READING 2: The Future of Capitalism

J.K. Gibson-Graham. 1996. Chapter 1 in "The End of Capitalism (As We Knew It): A Feminist Critique of Political Economy. London: Blackwell. (*Read p. 1-23, Chapter 1*).

- *Assignment (1): Assigned student presentation of readings & reading questions (Group 9).*
- **Weekly Assignment: Submit one question and two bullet takeaways (1-3 sentences each; one takeaway per reading) via Canvas by 5pm on Wednesday (if you are presenting, you do not have to submit the weekly assignment).*

❖ **Week 15: Workshop Wrap Up (April 28)**

No reading. Workshop in class.

- *PAPER Assignment: Prepare brief 3-5 slide presentation of your paper to be presented by you in class on April 28th. You will have 5 minutes to present.*

❖ **EXAM WEEK (Reading Days: May 3 & 4; Exam period: 5th-11th)**

Final Paper | No Class.

Submit your paper by tentatively Wednesday, May 11th. (We will confirm this date in class)

Appendix I – Further Information on Course Assignments & Class Rules:

IN-CLASS PARTICIPATION & ATTENDANCE

Be prepared for class and always read the assigned materials before our meetings. You are expected to bring questions and comments about the course material so that you can participate in class discussions. With much of our time spent learning through discussion, it is necessary for everybody to participate. I might ask students to use their questions to stimulate discussions and will ensure broad participation. It is critical that we respect one another's thoughts and address our comments regarding others' ideas, not at people themselves. This course is not a forum for demeaning or threatening language. Rather than measuring the frequency with which you speak in class, your participation grade reflects how you balance reasoning, reading, and listening. Also, do not forget to take notes to complement the PowerPoint slides, as much of what I will present will be helpful to you on the midterm and in the context of your other assignments.

Students should plan to attend every course session. If for some unavoidable reason you must miss a class, please let me know in advance through the university's absence reporting website

(<https://sims.rutgers.edu/ssra/>) so that your absence will not remain unexplained. If you have any trouble using this website, email me directly to let me know and inform me when and why you will not be in class. If you are late or leave early repeatedly, and if you miss class unexcused, your participation grade will suffer.

Reading questions and 2 brief takeaways: Before every class, you will email me one question you had based on the readings and one brief takeaway (1-3 sentences) for each reading assigned that week (so a total of 2 takeaways a week). This is to ensure everyone engages with the readings and comes to class prepared with questions and few thoughts to share. If you are presenting you do not have to submit reading questions and takeaways. Please submit your question and takeaways via Canvas.

Reading summary and presentation: Included in your class participation grade will be your presentation of one reading during the semester. I will share sample slides to help you prepare your summary. Essentially, you will explain to the class (1) brief background of the author and any relevant context for the piece; (2) the author's main points including potentially a section(s) you'd like to directly read from or go over in more detail; (3) any thoughts you have on the piece (insights, questions, confusions etc.); and (4) 1-2 questions for class discussion. You will upload your slides via Canvas the day you present (before or after class, your choice).

FIRST EXAM

The first ('midterm') exam on the material from the first half of the course will be given via Canvas. It will be two hours in length (but I will give three so that you are less stressed). You will be able to independently pick the most suitable time for you during the week to take it. You will be asked to define key terms, provide short answers to questions, and write an essay. I'll give you information more information about the content and structure of this exam a few weeks (at least 3) prior.

PAPER

You will be required to write a paper for this course of at least 10 pages (aim for 10-15 pages) not counting works cited (double-spaced, 12 point font, Times New Roman). The goal here is to provide you with a well-written writing sample on a topic related to this course but of your choice. You must use at least 3 authors from the syllabus centrally in your paper, putting their arguments in direct conversation with your thesis. If you'd like to substitute an outside source, you must get prior permission from me, but this is possible pending the topic and argument of your paper.

You will have three milestone assignments toward the paper to make sure you are working on it throughout the course of the semester (don't leave it to your finals period), and you ultimately write a paper you can use. Those milestones include: (1) submission of your paper topic, a brief 1 paragraph summary of your paper idea (e.g., the argument you'd like to make) and the three authors/readings from the syllabus you think you might want to include. (I understand you won't have read many of them yet so we will use the topical foci of the weeks to navigate which readings on the syllabus will be best suited to your paper. For the assignment, use the syllabus and the descriptions to make an educated guess at which authors you think might be most

relevant for inclusion in your paper); **(2)** submission of your paper outline (3 pages) which will include an outline of your arguments (we will go over in class how these should be structured) as well as the quotes from the readings you selected that support those arguments; **(3)** submission of a partial draft which will include five pages of your paper.

Finally, you will present 3-5 slides on your paper to the class in 5 minutes on the last day of class. I will share sample slides for your use.

COMMUNICATION

Students are expected to check their Rutgers email accounts regularly for class announcements. Students are responsible for all information communicated to them via email by the instructor. Feel free to contact the instructor via email with questions or concerns about the course. I will do my best to get back to you within 24 hours. When emailing the instructor, always include “Labor & Democracy” in the subject line of your email.

ACADEMIC INTEGRITY

While I encourage students to work together to understand theories and concepts, all written work must be your own. If you cite an author or use his/her ideas, please cite properly. Plagiarized assignments or evidence of cheating will result in a failing grade in the assignment and possibly in the course, and may result in disciplinary action by the university.

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 web site at: <https://ods.rutgers.edu/students/registration-form>.

TECHNICAL ASSISTANCE

Helpdesk: Rutgers Office of Information and Technology

Email: <https://it.rutgers.edu/help-support>

Call: 833-OIT-HELP

COVID-19 NOTE REGARDING MASK MANDATE*:

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-face-coverings.html>

**This course will be held virtually for the first two weeks.*

INTELLECTUAL PROPERTY

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's [Academic Integrity Policy](#).

As the instructor for this course, I have the responsibility to protect students' right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions are to be recorded, and such recordings cannot be circulated outside the course.

Appendix III – Tips from Political Scientist Henry Farrell on what constitutes good student writing (useful for exam essays):¹

1. **Read the Requirements for the Assignment:** This suggestion may be taken as insulting because it is so obvious; still, it is commonly ignored in practice. Professors usually drop some very strong hints about what they are looking for. It is best to pay attention to those hints. If assignments are ambiguous, you may want to be quite clear in saying how you are interpreting the posed question.
2. **Avoid Data Dumps:** Poor essays very often ignore the question asked in a quite specific way. The student spots some topic in the assignment that seems familiar, and immediately sets about writing an essay that tells the professor everything the student knows about that topic, in no particular order. For obvious reasons, such essays rarely receive high grades. Higher education in the social sciences and liberal humanities encourages students to criticize, to analyze, and to think. Mere demonstration that one possesses a disorganized body of knowledge on a topic suggests that this encouragement has fallen on untilled ground.

¹ This is a condensed version. For the full elaboration, check Henry Farrell's webpage at www.henryfarrell.net.

3. **Cut to the Chase:** Undergraduate essays frequently begin with an extended session of throat-clearing irrelevances and vague generalities. They talk about everything except the question that has been asked. Moreover, students sometimes state and re-state the question in a manner intended to suggest that they understand it, without ever providing an actual answer.

It is important that you get the introduction right. This is your best opportunity to grab the reader's attention and to persuade her that you have something interesting to say. Don't waste it. By the time the reader has finished reading the first two sentences, she should know which question the essay addresses. By the time the reader has finished reading the first five or six, she should have a pretty good idea of how the author is going to tackle the question.

When writing, remember that an essay does not necessarily have to convince its readers (particularly if it takes a controversial stand). A paper's introduction needs to signal to the reader that the author pursues a clear question, provides a clear answer to that question, and shows a willingness to address the best arguments against the case she is making.

4. **Organize:** Many student papers wander from point to point. They tack an introduction and conclusion onto a main body that does not have any internal system of order; or they do not have a distinguishable introduction, body, and conclusion at all. **You should structure your paper/essay at three levels:**
 - **Macro-structure:** This is the broad structure of the essay itself. Unless you feel very comfortable that you are an excellent writer, it is usually best to stick to the traditional frame of an introductory section, a main body, and a conclusion. The introduction tells the reader what you are going to say. The main body tells the reader what you are saying. The conclusions tell the reader what she has just read (perhaps adding some thoughts as to its broader implications if you are feeling adventurous).
 - **Meso-structure:** This is perhaps the most commonly neglected element of structured writing. It concerns the paragraphs into which your prose is organized. Each paragraph should focus on one main point. The point of each paragraph should build on that in the previous paragraph, and create the foundations of the next. Each paragraph should be a necessary part of the overall structure of your essay.
 - **Micro-structure:** What is true of the paragraph is also true of the sentence. Each individual sentence should flow in a logical and obvious way from the sentence before, and into the sentence after. This will provide your text with the coherence that it will need to successfully advance an argument.
5. **Use Simple, Direct Writing:** Good social science writing does not require striking metaphors or clever verbal constructions. Instead, it needs to communicate its arguments and evidence as clearly and unambiguously as possible. The implications for prose style are straightforward:

- Use direct language when at all possible. This not only reads better; it communicates clearly who is responsible for what.
- Prefer simple words to complex words, and plain language to jargon. Sometimes it will be impossible to avoid jargon or obscure terms. However, it will usually be possible to use simple terms to convey your meaning. Plain language makes life easier for the reader, and it also makes it harder for the writer to get away with nonsense. If you use plain language you will be forced to confront your areas of weak understanding and to rectify them.
- Use straightforward sentence structures rather than complex ones. Again, simple sentences usually read better. You should typically prefer simple sentences with the bare minimum of sub-clauses needed to convey your argument. Formless and incoherent sentences usually suggest formless and incoherent thought, and indeed they may plausibly cause intellectual incoherence.